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ABSTRACT

The purpose, procedures, analyses, and results are documented for seven information sources used by Austin (Texas) Independent School District in the Emergency School Aid Act (ESAA)/Districtwide Priorities--Systemwide Desegregation Evaluation, 1981-82. The information sources include: (1) Iowa Tests of Basic Skills, (2) Sequential Tests of Educational Progress, (3) teacher survey, (4) administrator survey, (5) school leavers file, (6) a survey of the literature on school dropouts, and (6) a survey of the literature on school effectiveness. Each source is discussed in an appendix. Each appendix answers one or more decision questions, evaluation questions, and/or information needs from the Evaluation Design-including (1) an instrument description, (2) purpose for administering the instrument, (3) procedures used to collect data, (4) results, and (5) figures presenting the data. (Author/PN)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

FINAL TECHNICAL REPORT

ESAA/District Priorities--Systemwide Desegregation

June 30, 1982

Appendixes

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ESAA/District Priorities—Systemwide Desegregation

Appendix A

IOWA TESTS OF BASIC SKILLS

Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement battery.
Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-8 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 8-11. The elementary schools administered the test April 20, 21, and 22 to students in grades K-6. The dates for the junior high administration were February 16, 17, and 18. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels, The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS

Purpose

Results of the Iowa Tests of Basic Skills were used to answer the following decision and evaluation questions from the ESAA/District Priorities Systemwide Desegregation Evaluation Design for 1981-82.

Decision Question D1: Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation?

Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned? ... as students in schools which were not affected by desegregation?

Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?

Decision Question D2: Should the District invest in professional development to inform elementary teachers about classroom activities related to higher achievement among reassigned minority students (if such activities can be identified)?

Evaluation Question D2-1: Can elementary classrooms be identified in which reassigned minority students made much lower and much higher than expected achievement gains in 1980-81?

Procedure

Procedures for the administration of the ITBS for the years 1980, 1981, and 1982 can be found in the final technical reports for Systemwide Testing, publication numbers 79.14, 80.39, and 81.24.

Because many analyses were done using the ITBS, procedures are reported with the results related to each evaluation question.

Results

The ITBS results are presented below by evaluation question.

Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned?... as students in schools which were not affected by desegregation?

The analyses done to assess the impact of desegregation on student achievement were based on the notion that two sets of factors might be operating on students in desegregated settings. The first set of factors were those related to attending school in a newly desegregated setting in which the school had recently undergone a major change in student body, staffing, and grade span. For the purpose of analysis, such schools were called impacted schools. They included all paired schools and sixth grade centers which were coverted into schools with other grades. School which were considered nonimpacted were those schools that were unaltered by the plan (except for the addition of a sixth grade in some cases) and those which lost a grade or two but did not add any students from outside the traditional attendance area.

The other distinction made for the purpose of doing the analyses was between reassigned and nonreassigned students. Reassigned students were those whose school assignments for their grades were changed by either the 1971 or the 1980 court order. Reassignment status was intended to be used to detect the effect of those influences associated with attending a school that is distant from one's home.

Each students in the district was assigned a desegregation code based on the area code of his/her home address, grade, and school attended. The desegregation codes were assigned in accordance with the table in Attachment A-1 which was developed with the cooperation of the District Desegregation Specialist. The codes assigned were as follows:

1 = nonreassigned student in nonimpacted school.

2 = nonreassigned student in impacted school.

3 = reassigned student in impacted school.

4 = reassigned student in nonimpacted school (applies to only a few students at the secondary level).

5 = not in correct school for grade and area code (usually applies to transfer students and special education students).

6 = missing area code, school, or grade.

The codes were assigned using the information on the Student Master File and were added to the designated ORE field. They were updated at the end of March, 1982.

The achievement analyses compared three groups of students in a series of pairwise comparisons based on desegregation codes 1-3. The comparisons were as follows:

Code 1 vs Code 2
Code 1 vs Code 3
Code 2 vs Code 3

A set of three comparisons was done for each combination of grade and ethnicity (Black, Hispanic, and Other) for reading and math. Altogether there were three comparisons per set by three ethnicities by eight grades for two subject areas for a total of 144 analyses. The linear models used are described in Attachment A-2. The analyses were run using Earl Jenning's program LINEAR on the UT Dual Cyber system.

The description of the models shows that sex and income level were used as covariates in the analyses. These variables were included in an attempt to equate the groups on two variables which are related to achievement gains and on which the two groups could differ.

Because so many analyses were done, the results are too numerous to place in full detail in this appendix. They have been placed in four printout binders and are available for inspection. The significant F-tests have been coded, however, and summarized in Figures A-1 through A-3. The following statements provide information necessary to interpret the figures.

a. The heading "Codes Compared" refers to the groups of students being compared. For example, 1 vs 3 means that students with desegregation code 1 (nonreassigned, nonimpacted) were compared with students with codes of 3 (reassigned, impacted).

b. Two letters can appear in the column headed "Significant F." An "A" indicates that the comparison of model 1 with model 2 was significant at the .05 level or better. A "B" indicates that the comparison of model 2 with model 3 was significant.

c. The column under "Favored Group" can contain the letter "I" alone or the numbers "1", "2", or "3" followed by a number in parentheses. The letter "I" indicates an interaction and is associated with a significant comparison between model 1 and model 2. The implication is that one group did better than the other at some level of the pretest but not at all levels.

   The column contains a number and the number in parentheses whenever the comparison between model 2 and model 3 was significant. The number tells the group which was superior on the posttest and the value in parentheses tells by how many grade equivalents they were better. For example, "3(.15)" would indicate that students with a desegregation code of 3 were superior to the students with whom they were being compared by .15 grade equivalents for all levels of the pretest.

d. Only those comparisons for which the F was significant at least the .05 level are reported in the tables.

An examination of the results does not readily reveal any meaningful patterns. One would hope for some consistency from grade to grade, but little is apparent.

As an aid to interpreting the results, plots were made of all interactions. They can be found in Attachment A-3, but they do not shed much light on the meaning of the results. It appears that in many cases the two major groups being plotted (e.g., those with desegregation codes of 1 and 2) differed meaningfully only at one extreme or the other of the pretest range where few cases exist and the results are least reliable. If a test of the regions of significances had been performed, the significant region on the pretest might be smaller than expected at the extremes.

One question raised by examining these plots and the ones in Appendix B is whether model 1 is a viable model. Some of the plots strain credibility and suggest that model 1 is too sensitive to unreliable scores near the extremes. Very few of the cases where the comparison between model 1 and model 2 was significant also produced significant results when model 2 was compared with model 3. In the future it may be more reasonable to force model 2 as the starting model. If one accepts the notion that model 2 should be used as the starting model, then there might appear to be significant findings at a few scattered grades for each ethnic group. However, to be of value to the District, i.e., to suggest problem areas that need attention, the results would seem to need more pattern than they appear to have. It seems that desegregation had no consistent, meaningful, positive or negative impact on student achievement for any ethnic group this year.

Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?

The major work done on this question was to review the work previously done in other districts notably Houston, Corpus Christi, Dallas, Seattle, and Montgomery County, Maryland, and to develop an approach to use in AISD. The review showed that most districts used some sort of regression analysis to get expected scores for their schools although the exact approach differed somewaht from district to district. What follows is a suggested approach for AISD to follow in identifying schools which have produced especially high and low achievement gains.

We begin by assuming that achievement is a function of a number of known and unknown characteristics of the students, schools, teachers, and activities found in the district. These influences can be ordered on a continuum with regard to the degree to which they are within the school's control. At one end are the characteristics which are related to achievement but which are "givens." They are characteristics such as sex and previous achievement, characteristics over which the school has little control. At the other extreme are the classroom activities which occur in the school, the use of instruction time by the teachers, the school climate--factors over which the school (the teachers and principal) have a great deal of control. If comparisons are to be made between schools in order to determine whether some are more effective than others, then some method must be found to adjust for the uncontrollable differences between schools; i.e., a way is needed to bring all runners up to the same starting line. The question becomes one of asking, "How does this school's achievement compare with that of the average school with the same characteristics?"

There is nothing unusual about the above ideas. They are implicit in any informal assessment of school effectiveness in which the participants mentally try to compare the actual achievement gains of students in a school with some standard which takes into account the characteristics of the school and its student body. Statements which begin, "The achievement at this school seems low for a school with..." imply an informal assessment of achievement in light of certain givens. What is needed is a way to make such assessments reliable and objective —a way of determining what the achievement of a school should be given the students it has and the conditions under which it must operate. Then the actual achievement level of the students can be compared with the expected achievement so that a determination of the school's effectiveness can be made.

The use of such a formula acknowledges that currently schools with high concentrations of low-income and minority students do not make achievement gains as great as those with higher income, majority students. Therefore, some low-income schools may be found to be effective but to produce achievement gains that are below average.

Such a finding means that the school had been more effective than others with students from similar backgrounds. It would not mean that the achievement level of the students is at a level that would be desired. In using such a formula, it is important that schools which have been more effective than average in boosting the achievement of low-income and minority students be acknowledged for their accomplishments, but they cannot forget that the achievement of their students is likely to be below the desired level.

The number of variables which could be used in developing a prediction formula are very great indeed. It is proposed that the following be used.

a. Previous achievement level.
b. Sex.
c. Ethnicity.
d. Whether or not the student (or a sibling) received a free or reduced-price lunch.
e. Whether or not the student's school was impacted by the desegregation plan.
f. Whether or not the student was reassigned by the desegregation plan.
g. Whether or not the student was a transfer student.
h. The average pupil/teacher ratio for the student's grade at his/or her school.

Proposed Procedure

It is proposed that the analyses be carried out in accordance with the following steps.

1. Create a data file having the above variables for each student in the District.

2. Do a regression analysis for reading and math separately at each grade using the linear model shown in Figure A-4.

3. Using the resulting regression weights, calculate an expected value for each student. Subtract the expected score from the actual posttest score to get a deviation score. If the deviation score is positive, the student is scoring higher than expected. If negative, the student is scoring lower than expected. The average score at the grade for all students will be zero.

4. Obtain an average deviation score for each school at that grade. A report could then be prepared for each school showing by grade how the students achieved compared with the expected values. The results, however, are prone to overinterpretation. What is needed is some guide as to what is a meaningful deviation from an average of zero. A certain amount of the deviation in scores from student to student will be the result of chance, to error in the measurement of achievement. One would like some way to assess whether the average deviation achieved by the students at a specific school might be due to chance. If one assumes that the students have been randomly assigned to schools, which they have not, then a standard error of the mean can be calculated so that the obtained mean can be evaluated as to the probability that it would be obtained by chance. We know the population mean is zero by definition. The average deviation score for the students is zero. We can compute the population standard deviation by computing the standard deviation of the residual scores. Then the standard error of the school mean is given by the formula below:

$$SE_M = \frac{SD}{\sqrt{N}}$$

where SD is the standard deviation of the student residual scores and N is the number of students in the school. The above formula is taken from Guilford and Fruchter (1973, p. 128). If the group mean is divided by the standard error, the resulting score can be looked up in a table of z-scores so the probability of the means begin obtained by chance can be determined.

Reporting to Schools

As an additional safeguard against overinterpretation, it is suggested that the average deviation not be reported to schools. The following reporting steps are suggested:

1. Select a probability value for use in determining which means are above or below zero.

2. Assign verbal descriptors to the schools based on whether their means differ significantly from zero. For example, those scoring above zero could be designated as schools achieving greater than expected gains.

3. Print a report for each school showing the school's verbal descriptor by subject area by grade.

Final Comments

In evaluating the proposed procedure for determining which schools are more or less effective, the following characteristics of the system should be kept in mind.

1. About half of the schools will obtain average deviations that are positive and half that are negative for any analysis. The results do not say anything about how well the District is doing compared with comparable districts elsewhere. Even if all schools were more effective than the national average, only half would obtain positive average deviation scores.

2. The larger the school, the easier it is to detect a small difference from zero. However, means which differ greatly from zero due only to chance are more likely to occur in small schools.

3. The measure of low-income status is gross. It has only two values and is thereby limited in its usefulness. It does not distinguish at all between those who are just above the eligibility criterion and those who are greatly above it. The pupil/teacher ratio that is available for the analyses is less exact than might be optimum.

Evaluation Question D2-1: Can elementary classrooms be identified in which reassigned minority students made much lower and much higher than expected achievement gains in 1980-81.

The results of the 1980-81 desegregation evaluation suggested that minority students who were reassigned by the desegregation plan tended to make smaller achievement gains than minority students who were not reassigned. As a result, an evaluation activity for 1981-82 was planned to try to identify classrooms in which this finding was not the case. If classrooms that had been especially effective with reassigned minority students could be found, then perhaps successful practices from those classes could be identified for use elsewhere. However, the first task was to verify the original finding, since the analyses which produced it combined nonreassigned students in impacted schools with those from nonimpacted schools. The real question seemed to be one of reassigned vs nonreassigned students in impacted schools especially since minority students in impacted and nonimpacted schools might differ in SES or other ways that would influence the outcome.

A set of analyses were done at the University of Texas on the CDE Dual Cyber System using the SPSS package of statistical programs from each combination of ethnicity, grade, and subject area (reading and math). The linear models and F-tests used are described in Attachment A-4. The data files used are containted on permanent file sets D737 and E421. The SPSS control cards are on permanent file set A954 as file REGSPSS.

As with the 1981-82 achievement analyses, the results were voluminous. They are summarized in Figures A-5 through A-7. The actual printouts are available for inspection. The results seem to fall into several groups depending on the patterns of significant comparisons.

Nonsignificant Comparisons: In the first group of analyses, none of the four comparisons, model 1 vs model 2, model 2 vs model 3, model 3 vs model 4, and model 4 vs model 5, was significant. Figure A-8 shows that 13 sets of analyses were nonsignificant.

Significant Intercepts: The simplist to interpret of all the significant analyses were the ones in which the first three comparisons were nonsignificant and the fourth one was significant. Such a result indicates common regression slopes but unequal intercepts. Only five sets of analyses followed this pattern, (see Figure A-9). All three analyses in this group which involved minority students favored the nonreassigned group. The two significant outcomes for the others favored the reassigned students.

Curvilinear Outcome: In eight cases only the comparison of model 2 and model 3 was significant. Such an outcome indicates that a linear regression solution is not as satisfactory as a curvilinear one. In a ninth case the comparison between models 3 and 4 was also significant, indicating that if a linear solution were considered, an interaction between pretest and reassigned status exists.

The curvilinear solution that is implied by model 2 has an independent linear portion and a common quadratic portion. Very little information can be obtained by examining the regression output in cases of this sort, so the results were plotted for these cases. The plots can be found in Attachment A-5. An exmination of the plots shows that in several cases the two curvilinear lines are essentially the same; the difference between them would not appear to be meaningful. In a few other cases, one line seems to be significantly higher than the other at low levels of the pretest. However, several points should be remembered before too much importance is placed on these findings.

1. Very few cases can be found at the extremes. For example, only about 14 Black students scored below a 2.6 on the pretest in reading at grade 6. Therefore, very few students are to be found in the area where the difference is greatest between reassigned and nonreassigned students.

2. Measurement is the poorest at the extremes. What appear to be large differences might not be statistically significant if regions of significance were identified.

3. At the points where the two lines appear to be meaningfully far apart, the nonreassigned students do not consistently do better than the reassigned students. The line for nonreassigned students is not consistently higher than the reassigned line from analysis to analysis.

Taken together, the above cautions diminish any evidence for the effect in question.

Significant Interactions: Two other patterns of significance were found. They can be combined in one group since they were both cases for which the test of homogeneous regression slopes was rejected. The three cases in this group are plotted in Attachment A-6. The results imply that reassignment interacts with pretest so that at some pretest levels reassigned students do better. The results, however, suffer from the same problems listed above for the curvilinear results where interactions were implied. Most cases fall near the middle of the distribution where the groups are not significantly far apart.

Taken together, the results did not appear to lend strong support to the notion that within impacted schools reassigned and nonreassigned students responded differently to instruction or received any different instruction. Therefore, it was decided that the attempt to identify successful practices for reassigned minority students would not be pursued.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
1	1 vs 3	B	3 (.14)	1 vs 3	B	3 (.12)
	2 vs 3	B	3 (.23)	2 vs 3	B	3 (.15)
4	1 vs 3	B	1 (.16)	1 vs 2	B	1 (.16)
	2 vs 3	A	I			
5	1 vs 3	B	1 (.18)	1 vs 3	A	I
	2 vs 3	B	2 (.22)	2 vs 3	A	I
7	-	-	-	1 vs 2	B	1 (.16)

* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.
"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

** "I" indicates an interaction; no group is consistently favored at all levels of the pretest.

The numbers in parentheses indicate the amount in grade equivalents by which the favored group exceeded the other group.

Figure A-1. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISON OF CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR BLACKS AT GRADES 1-8 ON THE ITBS.

	Reading			Math		
Grade	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
1	1 vs 2	A	I	-	-	-
	1 vs 3	A	I			
2	-	-	-	1 vs 2	A	I
				2 vs 3	B	3 (.14)
3	1 vs 3	B	1 (.14)	1 vs 3	A	I
	2 vs 3	B	2 (.14)			
5	1 vs 3	A	I			
6	-	-	-	1 vs 3	A	I
				2 vs 3	A	I
8	1 vs 2	A	I	1 vs 3	A	I
				2 vs 3	A	I

* "A" indicates the F-test comparing model 1 and 2 was significant at the .05 level.
"B" indicates the F-test comparing model 2 and 3 was significant at the .05 level.

** "I" indicates an interaction; no group is consistently favored at all levels of the pretest.

The numbers in parentheses indicate the amount in grade equivalents by which the favored group exceeded the other group.

Figure A-2. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISONS OF DESEGREGATION CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR HISPANICS AT GRADES 1-8 ON THE ITBS.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
1	1 *vs* 2	B	2 (.15)	1 *vs* 2	B	2 (.17)
	1 *vs* 3	B	3 (.13)	2 *vs* 3	B	2 (.11)
2	-	-	-	1 *vs* 2	A	I
3	-	-	-	1 *vs* 2	A	I
				2 *vs* 3	A	I
5	-	-	-	1 *vs* 2	B	2 (.08)
				1 *vs* 3	B	3 (.12)
6	-	-	-	1 *vs* 2	B	1 (.08)
				2 *vs* 3	B	3 (.11)
7	-	-	-	2 *vs* 3	A	I
8	1 *vs* 2	A	I	1 *vs* 2	B	2 (.11)
	1 *vs* 2	B	2 (.17)	1 *vs* 3	B	3 (.12)
	2 *vs* 3	B	2 (.11)			

* "A" indicates the F-test comparing model 1 and 2 was significant at the .05 level.
"B" indicates the F-test comparing model 2 and 3 was significant at the .05 level.

** "I" indicates an interaction; no group is consistently favored at all levels of the pretest.

The numbers in parentheses indicate the amount in grade equivalents by which the favored group exceeded the other group.

Figure A-3. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISONS OF CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR OTHERS AT GRADES 1-8 ON THE ITBS.

$$\mathrm{POST} = \mathrm{U} + \mathrm{PRE1} + \mathrm{PRE2} + \ldots + \mathrm{PRE6} + \mathrm{PRE1}^2 + \mathrm{PRE2}^2 + \ldots + \mathrm{PRE6}^2 + \mathrm{INC} + \mathrm{REA} + \mathrm{IMP} + \mathrm{TRAN} + \mathrm{PTR} + \mathrm{G1} + \mathrm{G2} + \ldots + \mathrm{G6}$$

where,

POST = Posttest grade equivalent score (reading or math).
PRE1 = 1 if a member of group 1; 0, otherwise.
PRE2 = 1 if a member of group 2; 0, otherwise.
PRE3 = 1 if a member of group 3; 0, otherwise.
PRE4 = 1 if a member of group 4; 0, otherwise.
PRE5 = 1 if a member of group 5; 0, otherwise.
PRE6 = 1 if a member of group 6; 0, otherwise.
$\mathrm{PRE1}^2$ = Variable PRE1 squared.
$\mathrm{PRE2}^2$ = Variable PRE2 squared.
$\mathrm{PRE3}^2$ = Variable PRE3 squared.
$\mathrm{PRE4}^2$ = Variable PRE4 squared.
$\mathrm{PRE5}^2$ = Variable PRE5 squared.
$\mathrm{PRE6}^2$ = Variable PRE6 squared.
INC = 1 if low-income; 0, otherwise.
REA = 1 if reassigned; 0, otherwise.
IMP = 1 if student's school was impacted by desegregation; 0, otherwise.
TRAN = 1 if transfer student; 0, otherwise.
PTR = Average PTR at the school and grade.
G1 = 1 if a Black male; 0, otherwise.
G2 = 1 if a Black female; 0, otherwise.
G3 = 1 if a Hispanic male; 0, otherwise.
G4 = 1 if a Hispanic female; 0, otherwise.
G5 = 1 if a Other male; 0, otherwise.
G6 = 1 if a Other female; 0, otherwise.

Figure A-4. PROPOSED MODEL FOR DETERMINING EXPECTED ACHIEVEMENT LEVEL.

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GRADE	READING				MATH			
	1 vs 2	2 vs 3	3 vs 4	4 vs 5	1 vs 2	2 vs 3	3 vs 4	4 vs 5
2	NS	NS	.05	.05*	NS	NS	NS	NS
3	NS	NS	NS	NS	NS	NS	NS	.05**
4	NS	.01	NS	NS	NS	NS	NS	NS
5	NS	NS	.01	NS	NS	NS	NS	NS
6	NS	.01	NS	NS	NS	NS	NS	.01***

*Favored reassigned by .20 GE.
** Favored nonreassigned by .18 GE.
***Favored nonreassigned by .19 GE.

Figure A-5. F-TEST OUTCOMES FOR COMPARISONS OF BLACK REASSIGNED AND NONREASSIGNED STUDENTS IN IMPACTED SCHOOLS--1980-81.

GRADE	READING				MATH			
	1 vs 2	2 vs 3	3 vs 4	4 vs 5	1 vs 2	2 vs 3	3 vs 4	4 vs 5
2	NS	.01	NS	NS	NS	NS	NS	NS
3	NS	NS	NS	.05*	NS	NS	NS	NS
4	NS	NS	.05	NS	NS	.01	NS	NS
5	NS	NS	NS	NS	NS	NS	NS	NS
6	NS	NS	NS	NS	NS	NS	NS	NS

*Favored nonreassigned by .14 GE.

Figure A-6. F-TEST OUTCOMES FOR COMPARISONS OF HISPANIC REASSIGNED AND NONREASSIGNED STUDENTS IN IMPACTED SCHOOLS--1980-81.

	READING				MATH			
GRADE	1 vs 2	2 vs 3	3 vs 4	4 vs 5	1 vs 2	2 vs 3	3 vs 4	4 vs 5
2	NS	NS	NS	NS	NS	NS	NS	.01*
3	NS	NS	NS	NS	NS	.01	.01	NS
4	NS	.01	NS	NS	NS	.01	NS	NS
5	NS	NS	NS	NS	NS	.05	NS	NS
6	NS	.05	NS	NS	NS	NS	NS	.01**

*Favored reassigned by .19 GE.
**Favored reassigned by .15 GE.

Figure A-7. F-TEST OUTCOMES FOR COMPARISONS OF OTHER REASSIGNED AND NONREASSIGNED STUDENTS IN IMPACTED SCHOOLS--1980-81.

	BLACK		HISPANIC		OTHER	
GRADE	READING	MATH	READING	MATH	READING	MATH
2		X		X	X	
3	X			X	X	
4		X				
5		X	X	X	X	
6			X	X		

Figure A-8. SETS OF ANALYSES IN WHICH ALL FOUR MODEL COMPARISONS WERE NONSIGNIFICANT AT THE .05 LEVEL.

	BLACK		HISPANIC		OTHER	
GRADE	READING	MATH	READING	MATH	READING	MATH
2						X
3		X	X			
4						
5						
6		X				X

Figure A-9. SETS OF ANALYSES IN WHICH ONLY THE INTERCEPTS TEST (MODEL 4 VS MODEL 5) WAS SIGNIFICANT AT THE .05 LEVEL.

	BLACK		HISPANIC		OTHER	
GRADE	READING	MATH	READING	MATH	READING	MATH
2			X			
3						X
4	X			X	X	X
5						X
6	X				X	

Figure A-10. SETS OF ANALYSES IN WHICH THE COMPARISON OF MODELS 2 AND 3 WAS SIGNIFICANT AT THE .05 LEVEL.

TABLE FOR DETERMINING DESEGREGATION ASSIGNMENT CODES

The table on the folowing pages was used to assign desegregation codes to AISD students. The table can be used as follows.

1. Determine the student's area code from the student's address.

2. Find the row in the table that corresponds to the student's area code.

3. Read across the table to find the student's grade.

4. Assign a desegregation code according to the following rules:

   If the student's school code matches the school code listed for his grade, assign the code listed next to his school code in the table.

   If the student's school code does not match the school code in the table assign a "5."

   If the student is missing either school code, area code, or grade, assign a code of "6."

As an example, a student who lived in area code 7, who was in fourth grade, and who attended school number 126 would receive a desegregation code of "3."

Desegregation Assignment Codes Final Version

Area Code/School		K		1-3		4		5-6		7-8		9-12	
1	Allison	10[illegible]	1	101	1	167	3	167	3	052	3	003	2
2	Andrews	102	1	102	1	102	1	102	1	055	3	006	1
3	Andrews	102	1	102	1	102	1	102	1	048	1	010	1
4	Andrews	102	1	102	1	102	1	102	1	048	1	006	1
5	Barrington	149	2	124	3	149	2	149	2	055	2	004	1
6	Barrington	149	2	124	3	149	2	149	2	055	2	006	1
7	Barton Hills	103	2	103	2	126	3	126	3	049	2	008	2
8	Barton Hills	103	2	103	2	126	3	126	3	047	2	002	1
9	Becker	104	1	104	1	104	1	104	1	043	2	007	2
10	Blackshear	105	2	158	3	105	2	105	2	054	4	008	3
	Blackshear	105	2	158	3	105	2	105	2	049	3	009	3
12	Brentwood	107	1	107	1	106	3	106	3	045	2	005	1
13	Brooke	108	2	119	3	108	2	108	2	051	2	009	3
14	Brown	109	1	109	1	109	1	109	1	055	2	006	1
15	Bryker Woods	110	2	110	2	111	3	111	3	047	2	002	1
16	Bryker Woods	110	2	110	2	111	3	111	3	047	3	002	4
17	Campbell	111	2	110	3	111	2	111	2	047	3	002	4
18	Campbell	111	2	110	3	111	2	111	2	052	3	009	3
19	Campbell	111	2	144	3	111	2	111	2	052	3	009	3
20	Casis	112	2	112	2	145	3	145	3	047	2	002	1
21	Cook	161	2	116	3	161	2	161	2	046	3	004	1
22	Cunningham	113	2	142	3	113	2	113	2	054	1	008	2
23	Dawson	114	1	114	1	114	1	114	1	049	3	008	3
24	Doss	154	1	154	1	154	1	154	1	052	2	003	3
25	Allan	142	2	142	2	161	3	161	3	047	3	003	2
26	Govalle	116	2	116	2	161	3	161	3	047	3	003	2
27	Govalle	116	2	116	2	113	3	113	3	046	3	003	2
28	Graham	159	2	127	3	159	2	159	2	055	2	006	1

Area Code/School		K		1-3		4		5-6		7-8		9-12	
29	Gullett	117	2	139	3	117	2	117	2	046	2	009	2
30	Gullett	117	2	139	3	117	2	117	2	045	2	005	1
31	Harris	106	2	118	1	118	1	118	1	048	1	006	1
32	Harris	106	2	118	1	118	1	118	1	048	1	010	1
33	Highland Park	119	2	119	2	108	3	108	3	045	2	005	1
34	Highland Park	119	2	119	2	108	3	108	3	052	2	005	4
35	Hill	155	1	155	1	155	1	131	3	051	3	009	2
36	Houston	162	1	162	1	162	1	162	1	043	2	007	2
37	Joslin	120	2	120	2	120	2	120	2	049	2	008	2
38	Langford	168	1	168	1	168	1	168	1	043	3	007	2
39	Lee	121	1	121	1	121	1	121	1	045	2	005	1
40	Linder	160	1	160	1	160	1	160	1	043	2	007	2
41	Maplewood	122	1	122	1	122	1	122	1	045	3	005	4
42	Maplewood	122	1	122	1	122	1	122	1	045	3	006	1
43	Mathews	123	1	123	1	123	1	123	1	047	2	002	1
44	Menchaca	147	1	147	1	147	1	147	1	051	3	009	2
45	Metz	124	2	142	3	120	3	120	3	051	2	009	3
46	Metz	124	2	124	2	149	3	149	3	051	2	009	3
47	Norman	150	2	150	2	141	3	141	3	055	3	004	4
48	Oak Hill	148	1	148	1	120	3	120	3	049	2	007	3
49	Oak Hill	148	1	148	1	148	1	148	1	049	2	003	3
50	Oak Springs	125	2	135	2	152	3	152	3	046	3	004	4
51	Oak Springs	125	2	125	2	152	3	152	3	046	3	004	4
52	Oak Springs	125	2	125	2	152	3	152	3	052	3	009	3
53	Odom	156	1	156	1	156	1	156	1	054	1	008	2
54	Ortega	126	2	103	3	126	2	126	2	047	3	009	3
55	Pease	128	1	128	1	128	1	128	1	047	2	002	1
56	Pecan Springs	129	1	129	1	106	2	106	2	048	1	010	1

Area Code/School		K		1-3		4		5-6		7-8		9-12	
57	Pillow	151	1	151	1	167	3	167	3	051	3	009	2
58	Pillow	151	1	151	1	167	3	167	3	051	3	004	1
59	Pleasant Hill	130	1	130	1	130	1	130	1	054	1	008	2
60	Pleasant Hill	130	1	130	1	130	1	130	1	043	3	007	2
61	Reilly	132	1	132	1	132	1	132	1	045	2	005	1
62	Ridgetop	133	1	133	1	133	1	133	1	045	2	005	1
63	Ridgetop	133	1	133	1	133	1	133	1	045	2	006	1
64	Rosedale	134	2	135	3	134	2	134	2	045	2	005	1
65	St. Elmo	136	1	136	1	136	1	136	1	049	2	008	2
66	Sanchez	127	2	127	2	159	3	159	3	051	2	002	1
67	Sanchez	127	2	142	3	134	3	134	3	051	2	002	1
68	Sims	139	2	139	2	117	3	117	3	045	3	006	4
69	Sims	139	2	135	3	117	3	117	3	045	3	006	4
70	Sims	139	2	135	3	117	3	117	3	043	3	007	3
71	Summitt	138	1	138	1	167	3	167	3	051	3	009	2
72	Summitt	138	1	138	1	167	3	167	3	051	3	004	1
73	Sunset Valley	158	2	158	2	105	3	105	3	049	2	008	2
74	Travis Heights	140	2	140	2	140	2	140	2	043	2	007	2
75	Walnut Creek	141	2	150	3	141	2	141	2	055	2	006	1
76	Williams	166	1	166	1	166	1	166	1	054	1	003	3
77	Winn	157	1	157	1	157	1	131	3	048	1	010	1
78	Wooldridge	152	2	125	3	152	2	152	2	046	2	004	1
79	Wooten	144	2	144	2	111	3	111	3	046	2	004	1
80	Wooten	144	2	144	2	111	3	111	3	045	2	005	1
81	Zavala	145	2	112	3	145	2	145	2	051	2	009	3
82	Zilker	146	1	146	1	146	1	146	1	047	2	002	1

DESEGREGATION ACHIEVEMENT ANALYSES

These analyses were based on desegregation codes 1, 2, and 3. A set of analyses involved making the following pairwise comparisons:

Code 1 (nonreassigned, nonimpacted students)
vs
Code 2 (nonreassigned, impacted students)

Code 1 (nonreassigned, nonimpacted students)
vs
Code 3 (reassigned, impacted students)

Code 2 (nonreassigned, impacted students)
vs
Code 3 (reassigned, impacted students)

One set of analyses was perfound for each combination of ethnicity (Black, Hispanic, and Other) and grade (1-8) in reading and math. This provided 3 ethnicities by 8 grades by 2 subject areas or 48 sets of 3 analyses each for a total of 144 analyses. The variables, models, and F-tests used in each analysis are given below.

Variables

POST = Posttest grade equivalent (April, 1982)
PRE = Pretest grade equivalent (April, 1981)
PRE1 = PRE if a member of group 1; 0, otherwise.
PRE2 = PRE if a member of group 2; 0, otherwise.
PRE^2 = PRE squared.
PRE1^2 = PRE1 squared.
PRE2^2 = PRE2 squared.
SEX = 1 if male; 0, if female.
I = 1 if receiving free or reduce-priced lunch; 0, if not.
G = 1 if a member of group 1; 0, if member of group 2.
U = unit vector.

At grade 1 the pretest was either the MRT Pre-Reading Composite or Quantitative scaled scores. At all other grades the pre- and posttests were either Reading Total or Math Total grade equivalent scores. The meaning if group 1 or group 2 membership was dependent on the desegregation codes being compared, e.g., code 2 vs code 3. The first code (code 2 in this case) defined group 1. The second code defined group 2. Students with special circumstances (for any subtest of a total score), LEP students, and students served by Special Education were removed from the analyses. Others were defined as students with ethnicity codes of 5.

Linear Models

Model 1: $\text{POST} = U + \text{Pre1} + \text{Pre2} + \text{Pre1}^2 + \text{Pre2}^2 + \text{Sex} + I + G$

Model 2: $\text{POST} = U + \text{Pre} + \text{Pre}^2 + \text{Sex} + I + G$

Model 3: $\text{POST} = U + \text{Pre} + \text{Pre}^2 + \text{Sex} + I$

F-tests

Model 1 vs Model 2: $df_1 = 8-6=2$; $df_2 = N-8$

Model 2 vs Model 3: $df_1 = 6-5=1$; $df_2 = N-6$

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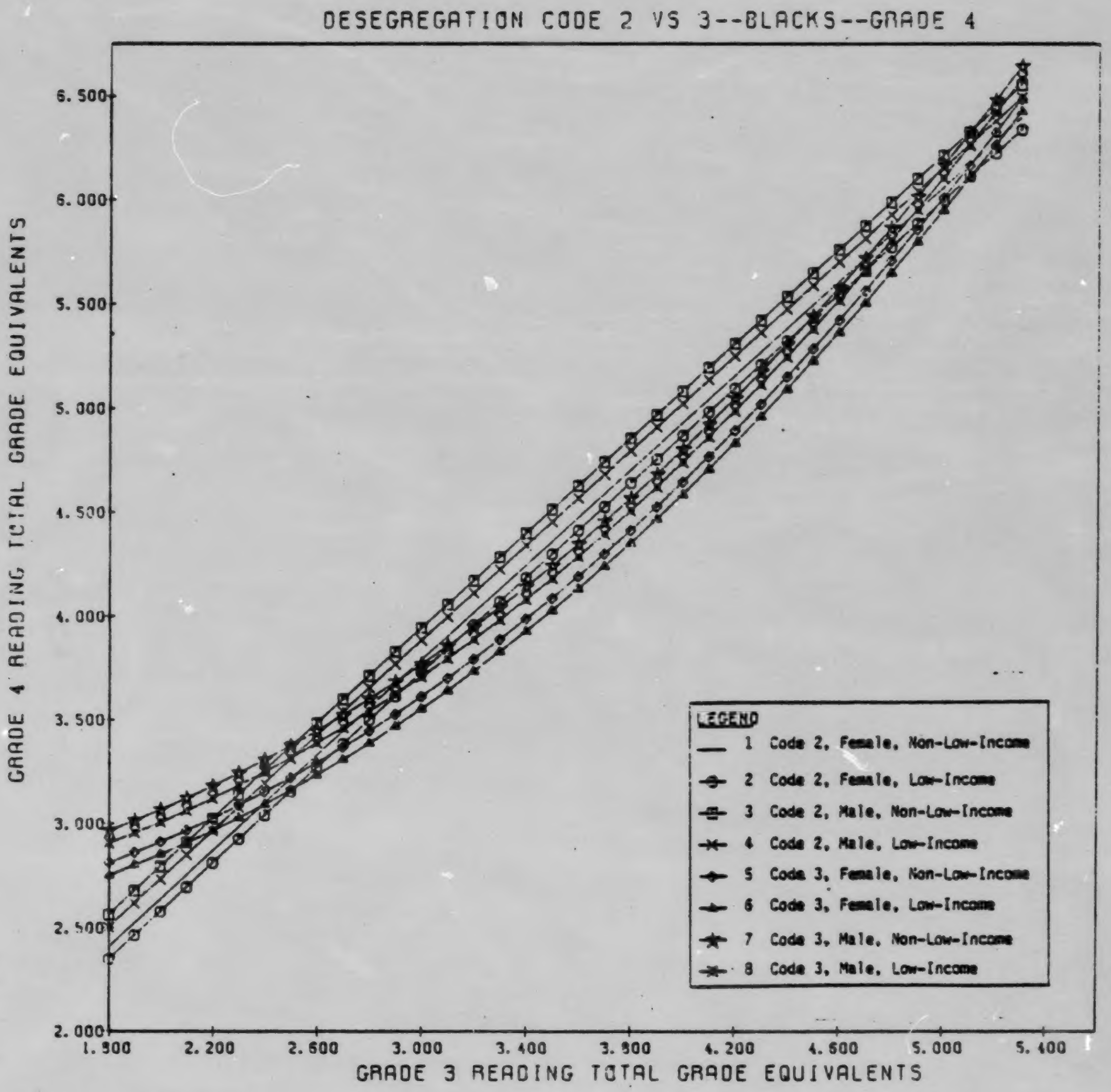
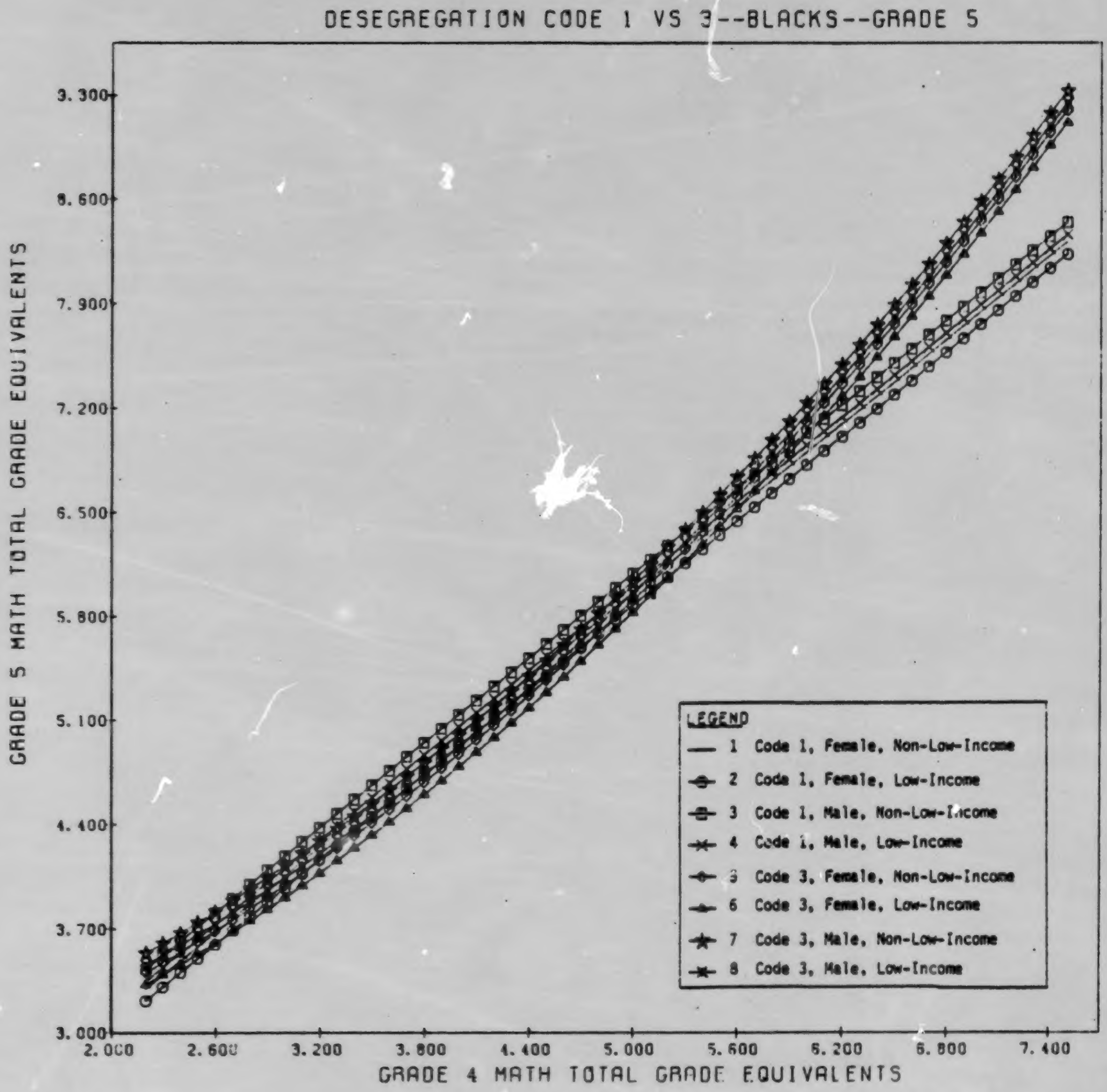
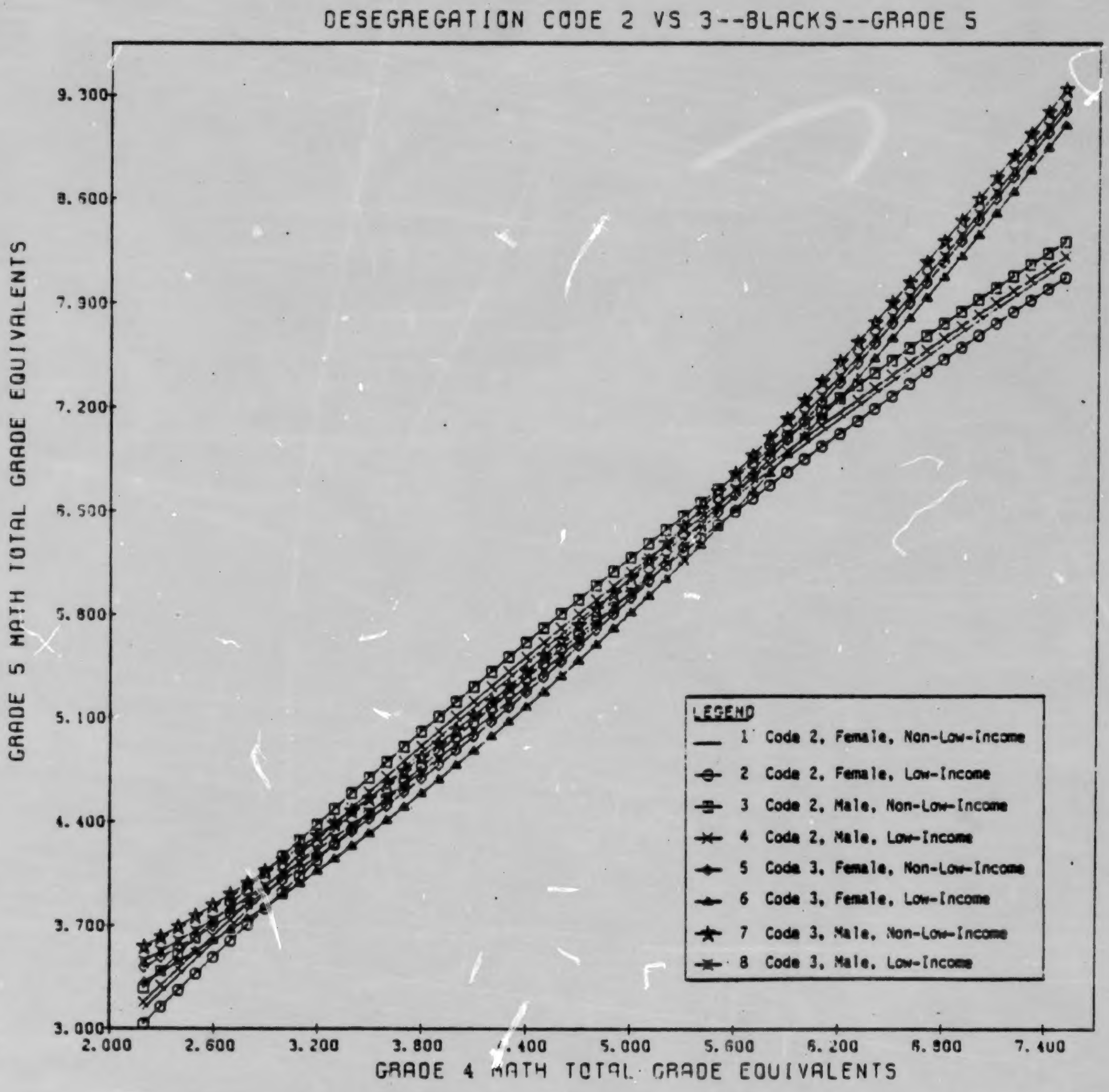
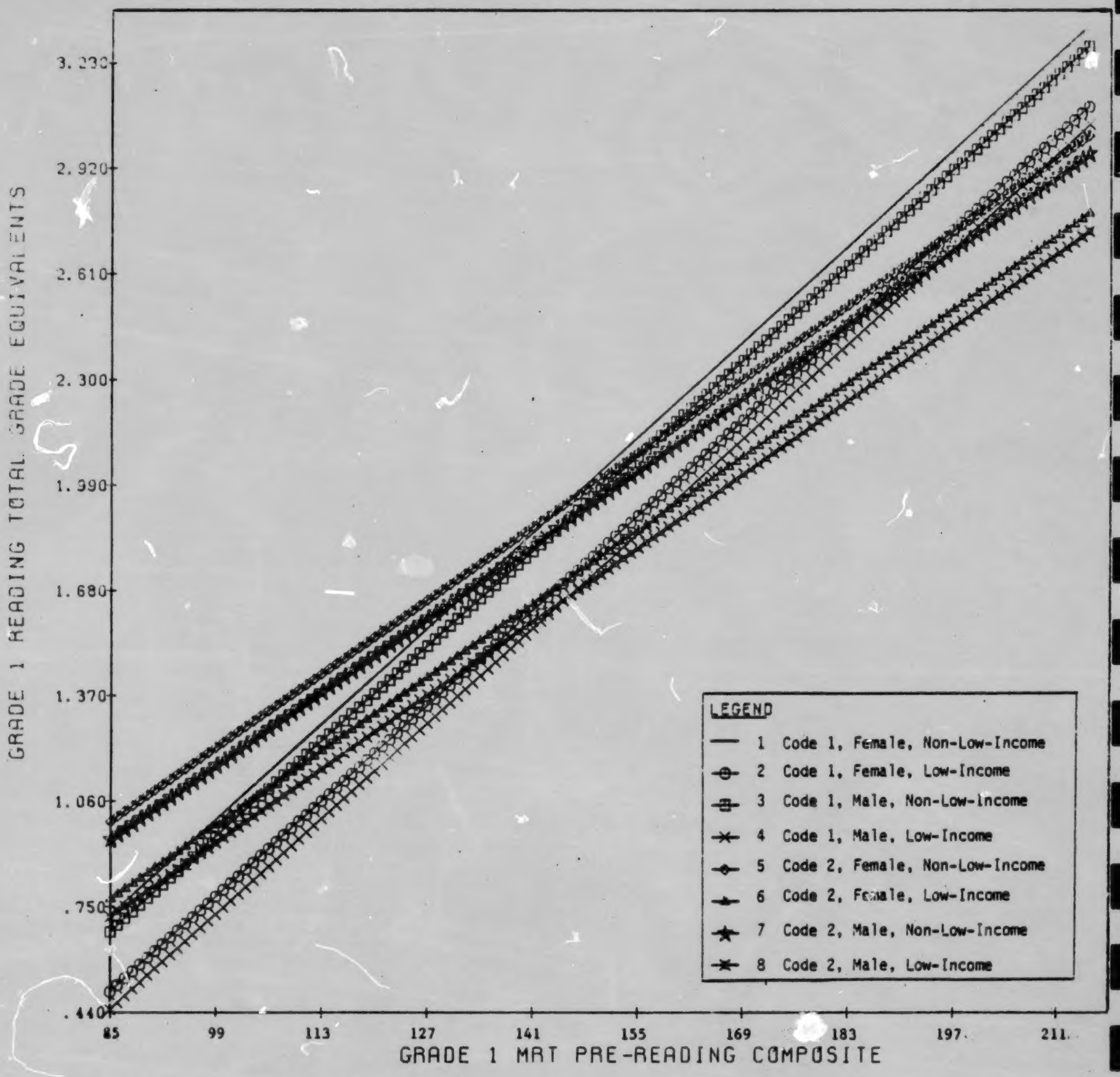
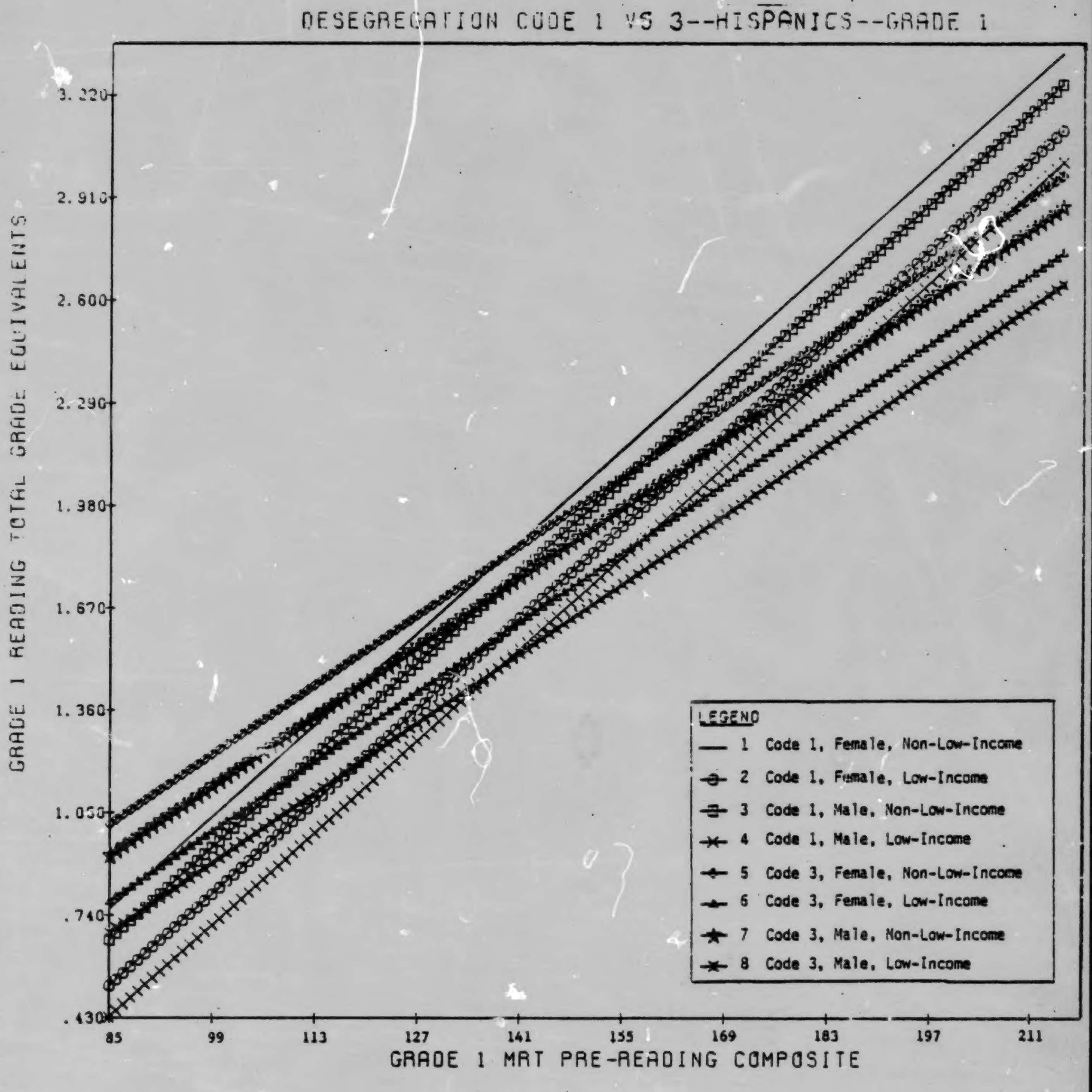

DESEGREGATION CODE 2 VS 3--BLACKS--GRADE 4
GRADE 4 READING TOTAL GRADE EQUIVALENTS
GRADE 3 READING TOTAL GRADE EQUIVALENTS
6.500
6.000
5.500
5.000
4.500
4.000
3.500
3.000
2.500
2.000
1.800
2.200
2.600
3.000
3.400
3.800
4.200
4.600
5.000
5.400
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

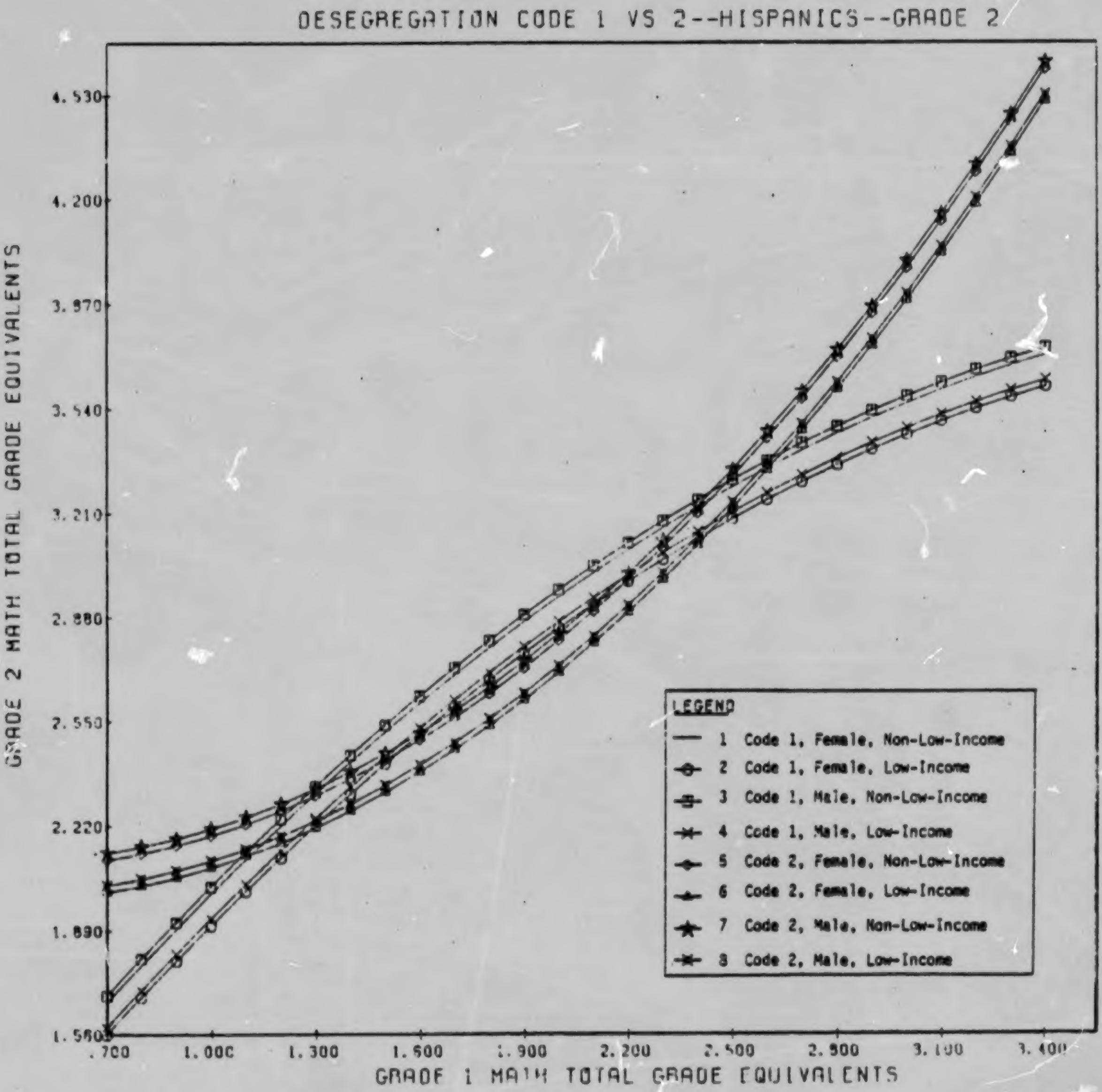

DESEGREGATION CODE 1 VS 3--BLACKS--GRADE 5
GRADE 5 MATH TOTAL GRADE EQUIVALENTS
9.300
8.600
7.900
7.200
6.500
5.800
5.100
4.400
3.700
3.000
2.000
2.600
3.200
3.800
4.400
5.000
5.600
6.200
6.800
7.400
GRADE 4 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income


DESEGREGATION CODE 2 VS 3--BLACKS--GRADE 5
GRADE 5 MATH TOTAL GRADE EQUIVALENTS
9.300
8.600
7.900
7.200
6.500
5.800
5.100
4.400
3.700
3.000
GRADE 4 MATH TOTAL GRADE EQUIVALENTS
2.000
2.600
3.200
3.800
4.400
5.000
5.600
6.200
6.800
7.400
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

DESEGREGATION CODE 1 VS 2--HISPANICS--GRADE 1




DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 1
GRADE 1 READING TOTAL GRADE EQUIVALENTS
3.220
2.910
2.600
2.290
1.980
1.670
1.360
1.050
.740
.430
85
99
113
127
141
155
169
183
197
211
GRADE 1 MRT PRE-READING COMPOSITE
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income


DESEGREGATION CODE 1 VS 2--HISPANICS--GRADE 2
GRADE 2 MATH TOTAL GRADE EQUIVALENTS
4.530
4.200
3.870
3.540
3.210
2.880
2.550
2.220
1.890
1.560
.700
1.000
1.300
1.600
1.900
2.200
2.500
2.800
3.100
3.400
GRADE 1 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 2, Female, Non-Low-Income
6 Code 2, Female, Low-Income
7 Code 2, Male, Non-Low-Income
8 Code 2, Male, Low-Income

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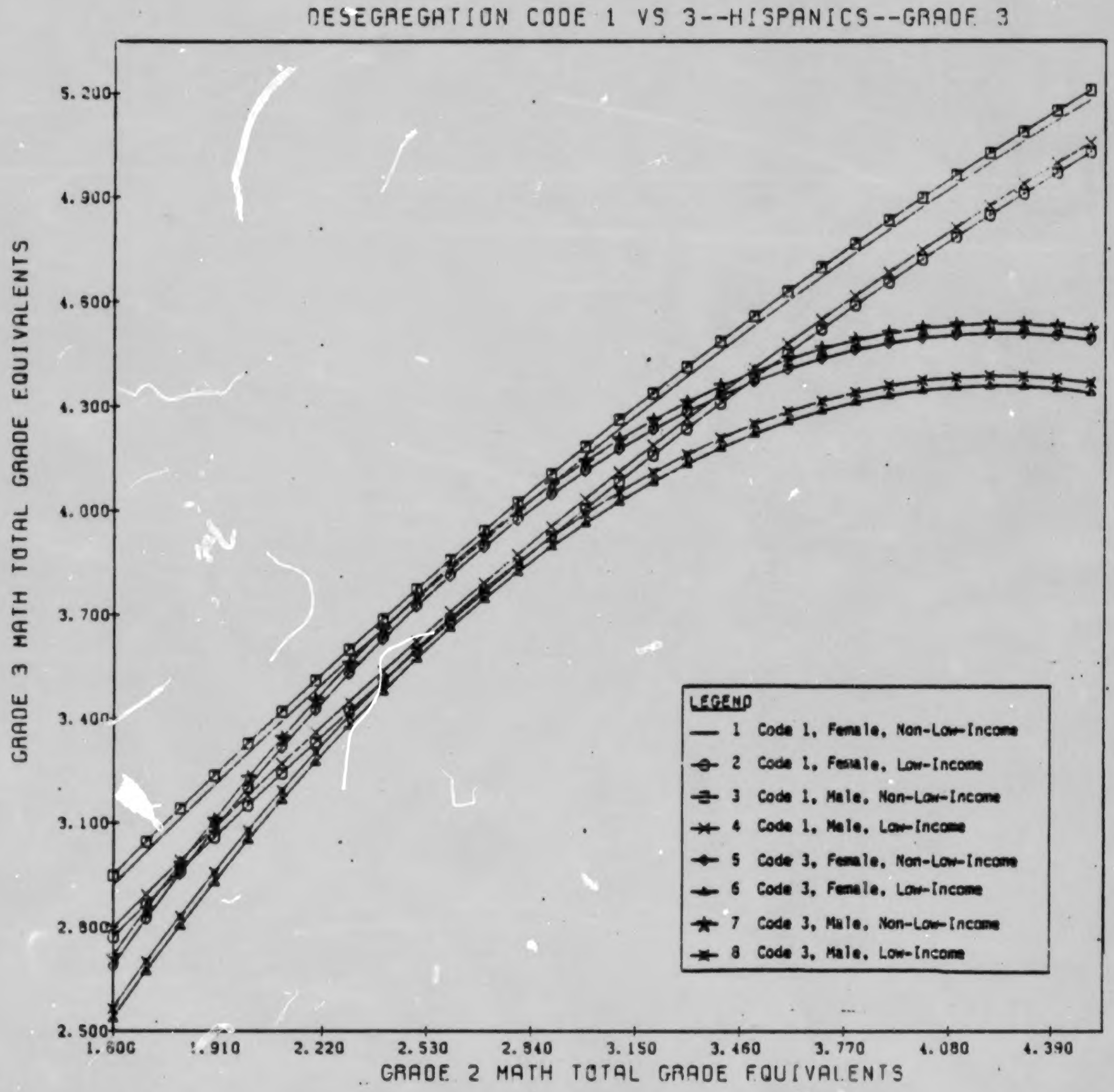
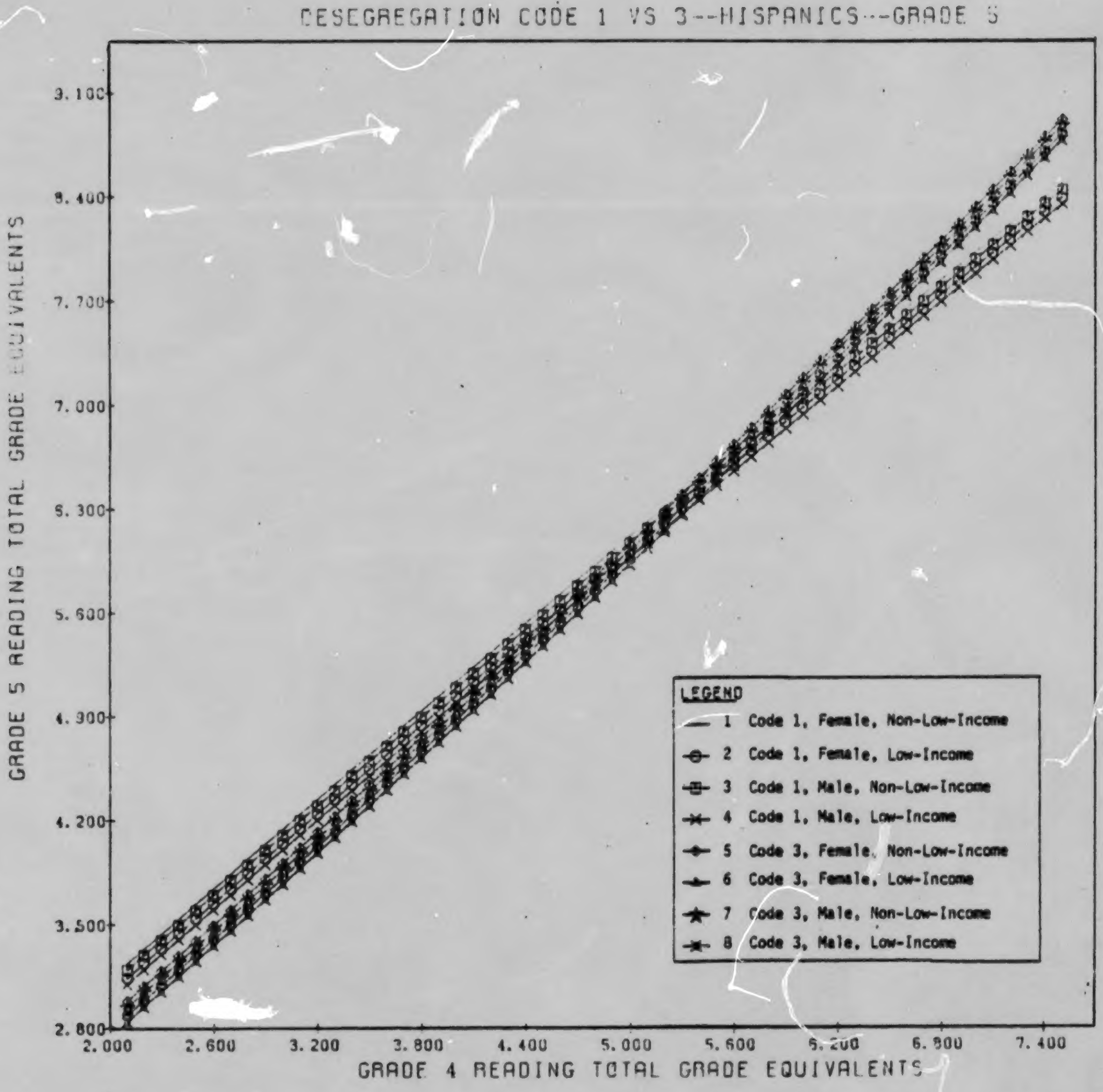
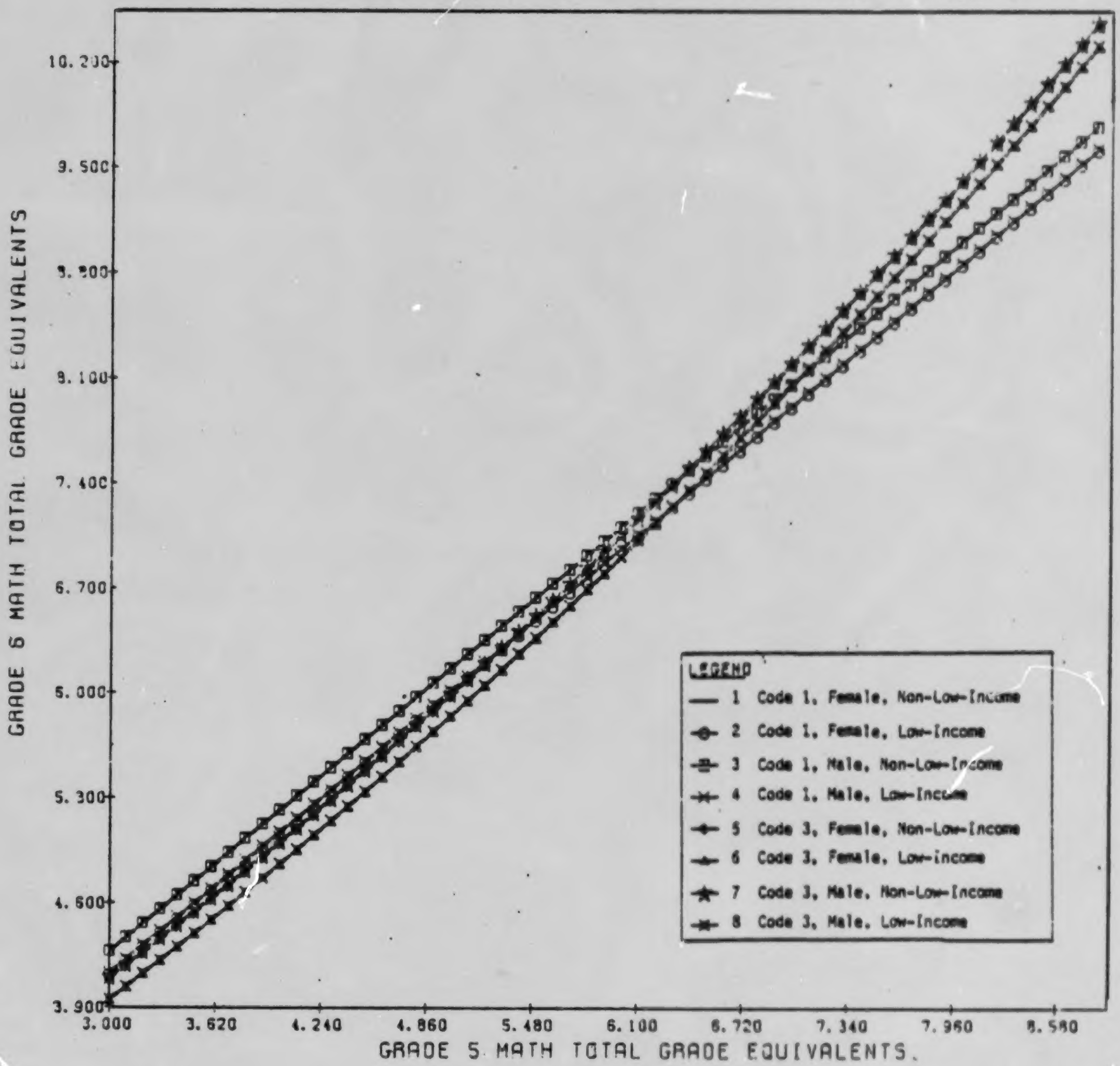
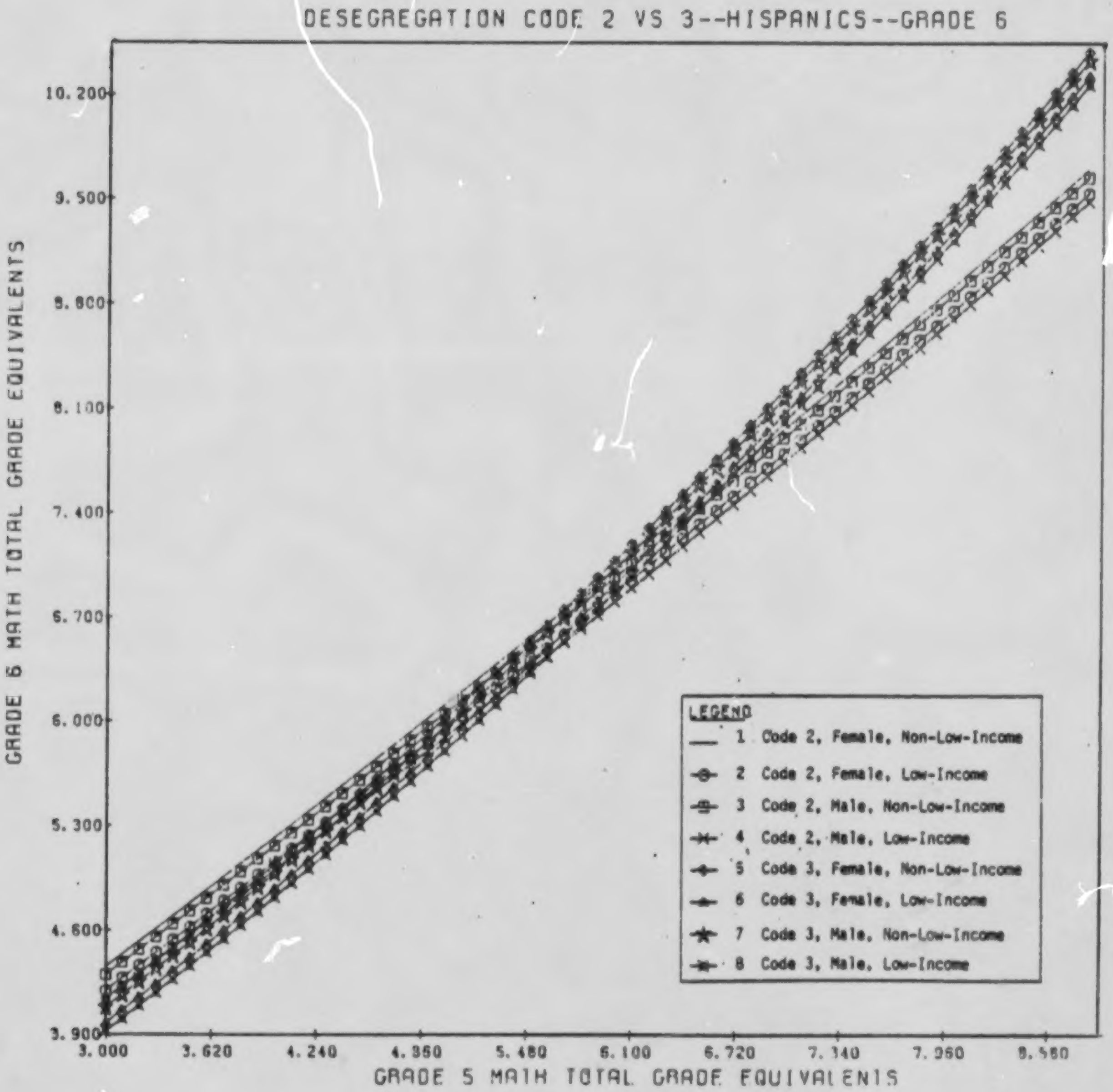

DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 3
GRADE 3 MATH TOTAL GRADE EQUIVALENTS
5.200
4.900
4.600
4.300
4.000
3.700
3.400
3.100
2.800
2.500
1.600
1.910
2.220
2.530
2.840
3.150
3.460
3.770
4.080
4.390
GRADE 2 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

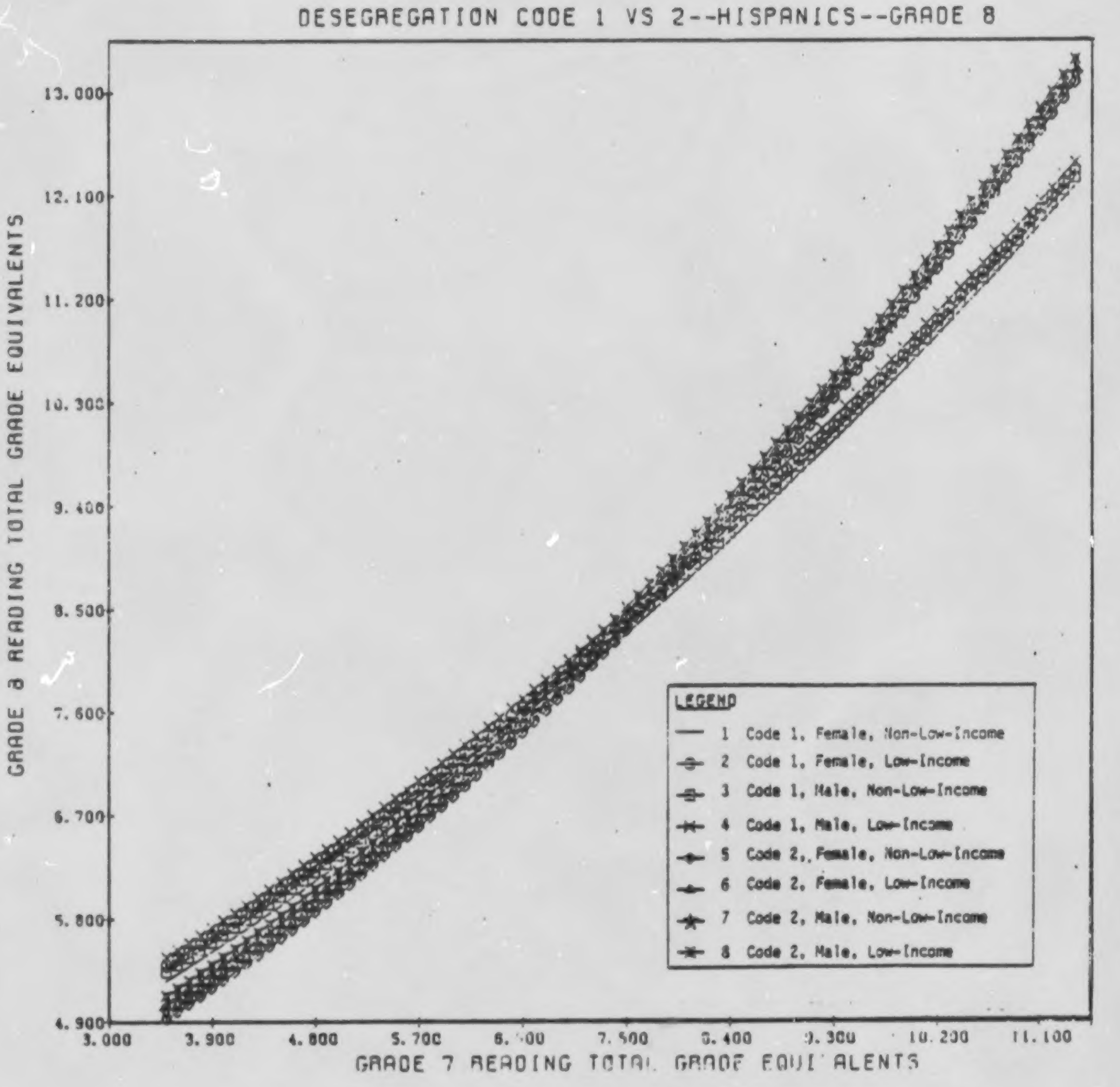

DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 5
GRADE 5 READING TOTAL GRADE EQUIVALENTS
9.100
8.400
7.700
7.000
6.300
5.600
4.900
4.200
3.500
2.800
2.000
2.600
3.200
3.800
4.400
5.000
5.600
6.200
6.800
7.400
GRADE 4 READING TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 6

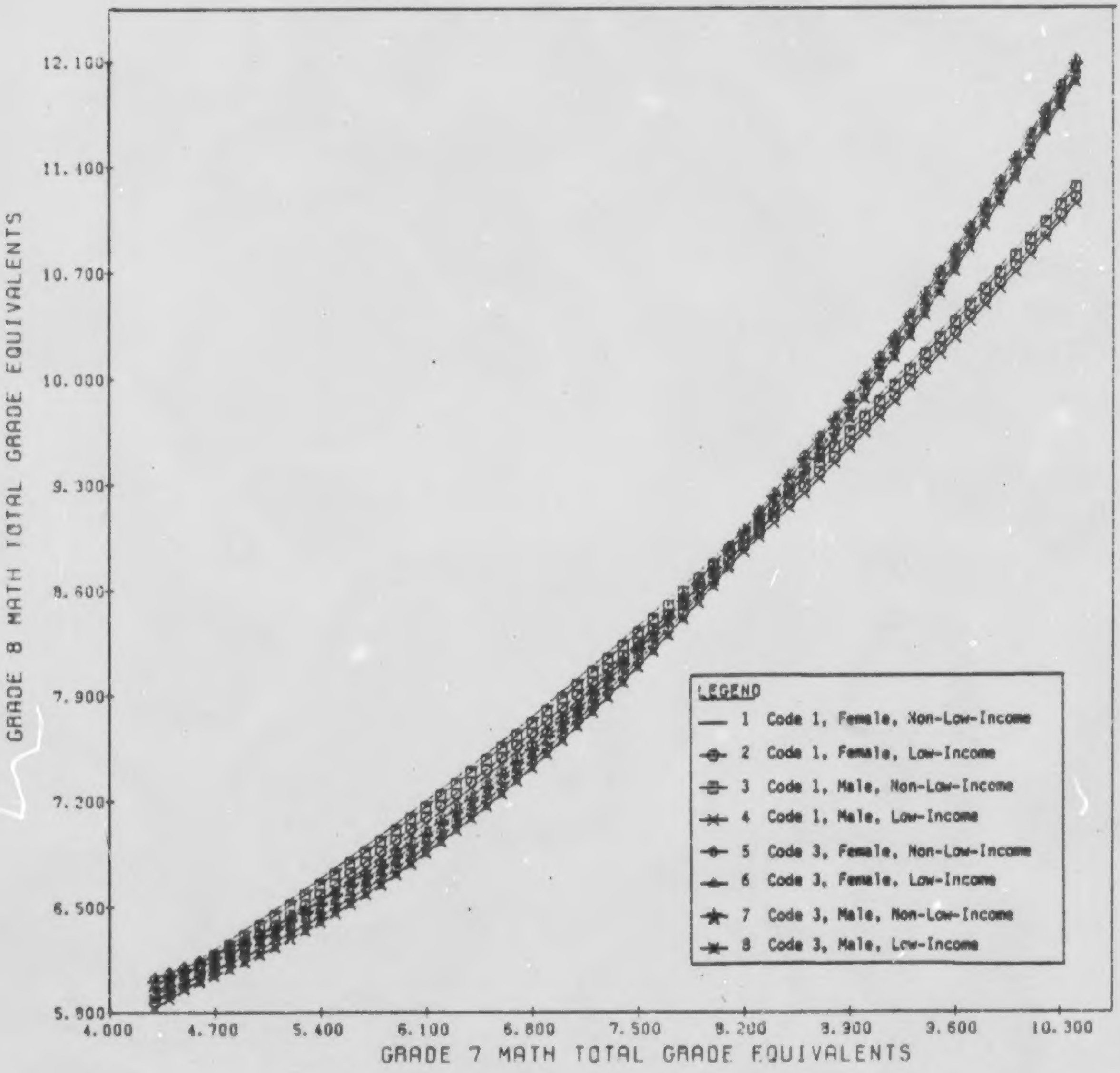




DESEGREGATION CODE 2 VS 3--HISPANICS--GRADE 6


DESEGREGATION CODE 1 VS 2--HISPANICS--GRADE 8
GRADE 8 READING TOTAL GRADE EQUIVALENTS
13.000
12.100
11.200
10.300
9.400
8.500
7.600
6.700
5.800
4.900
3.000
3.900
4.800
5.700
6.600
7.500
8.400
9.300
10.200
11.100
GRADE 7 READING TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 2, Female, Non-Low-Income
6 Code 2, Female, Low-Income
7 Code 2, Male, Non-Low-Income
8 Code 2, Male, Low-Income

DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 8



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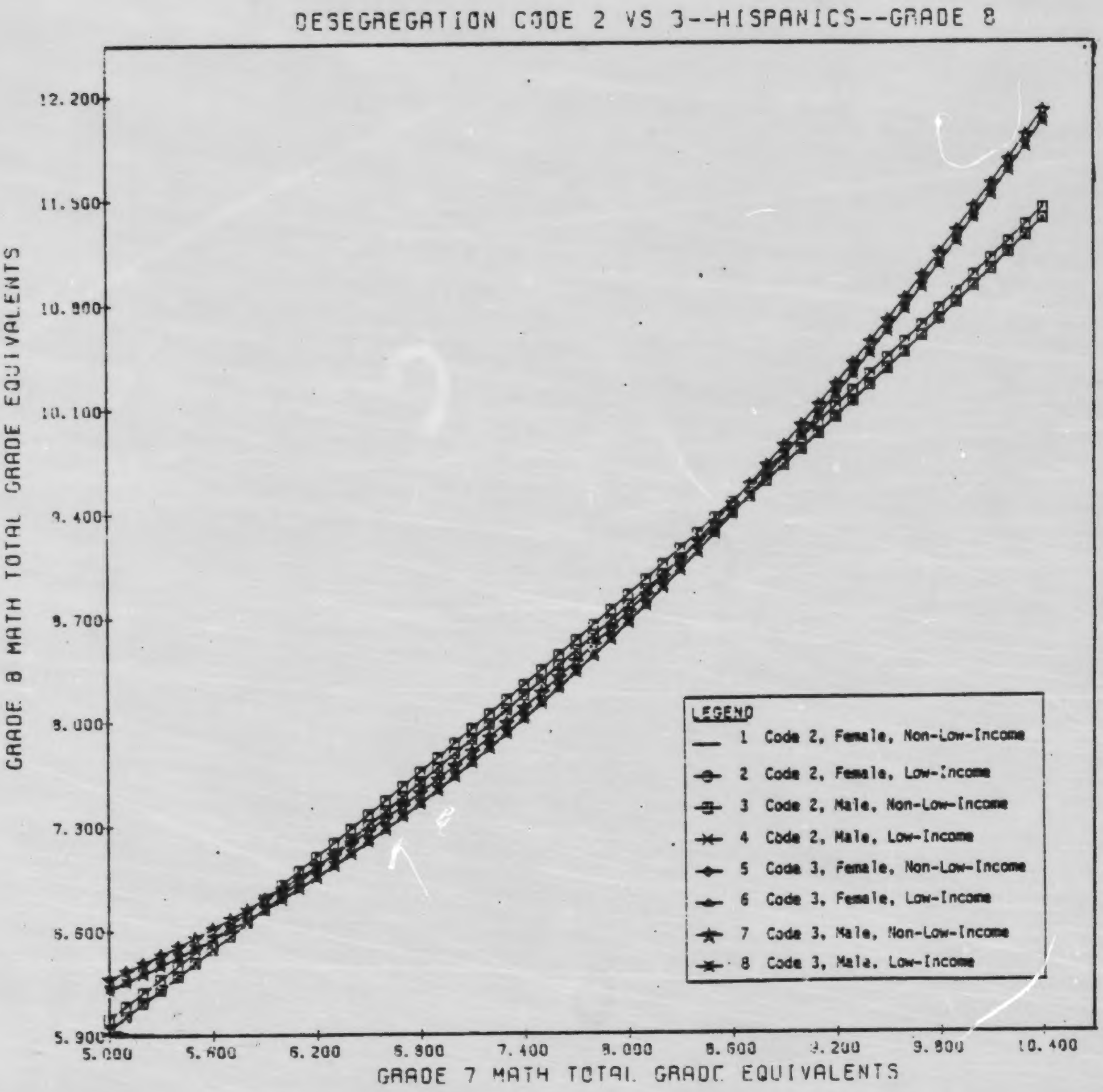
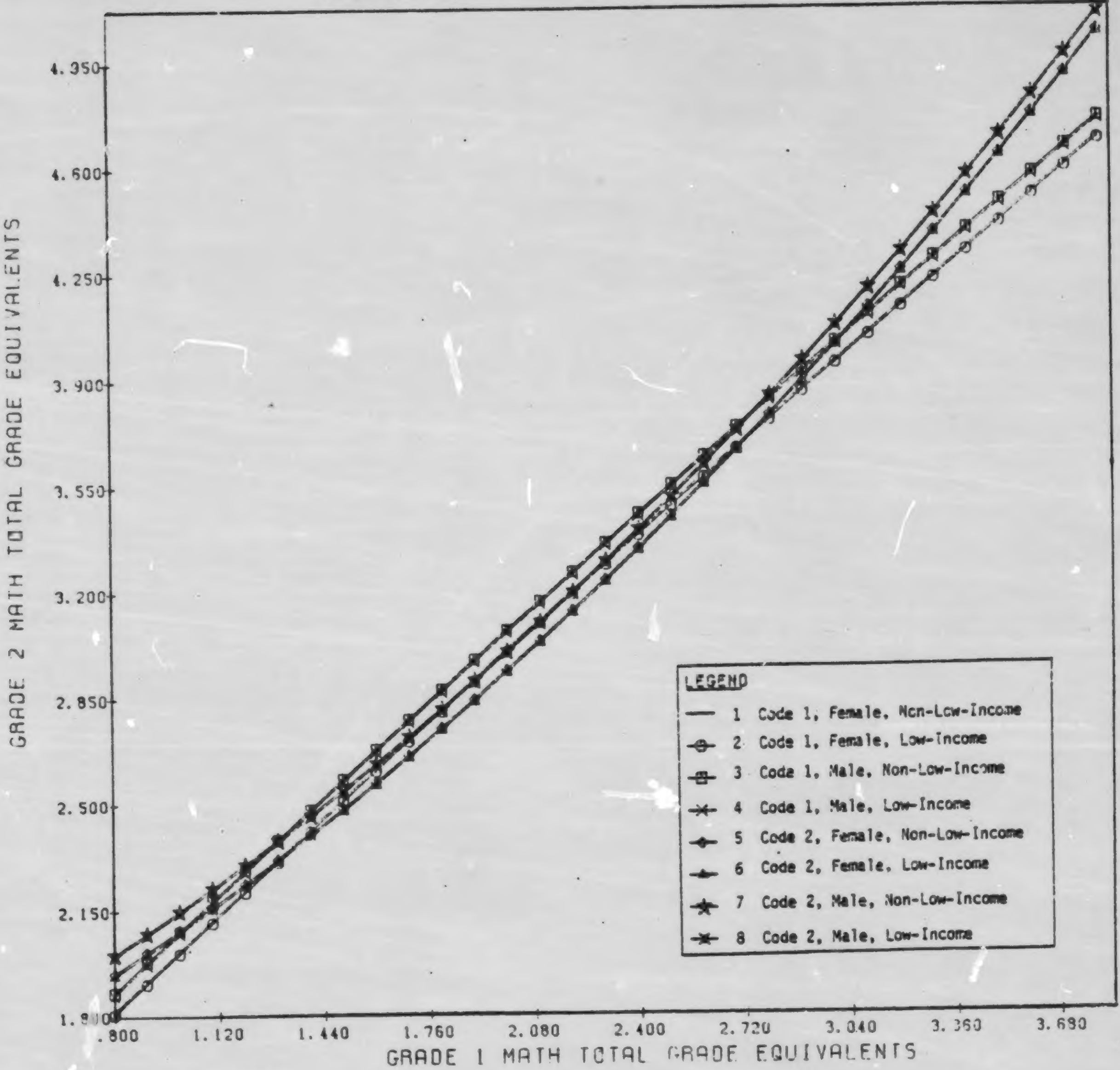
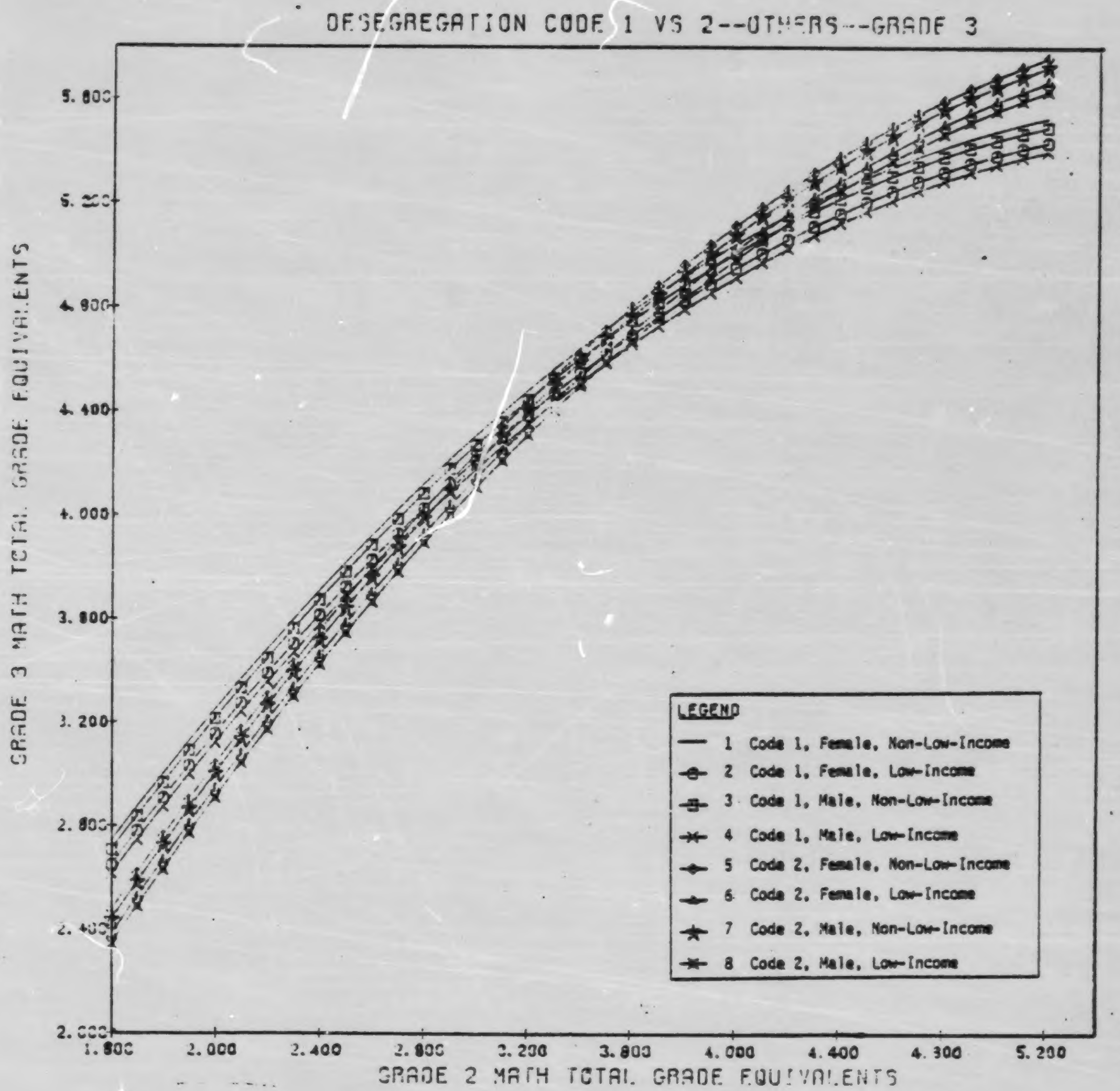

DESEGREGATION CODE 2 VS 3--HISPANICS--GRADE 8
GRADE 8 MATH TOTAL GRADE EQUIVALENTS
12.200
11.500
10.800
10.100
9.400
8.700
8.000
7.300
6.600
5.900
5.000
5.600
6.200
6.800
7.400
8.000
8.600
9.200
9.800
10.400
GRADE 7 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

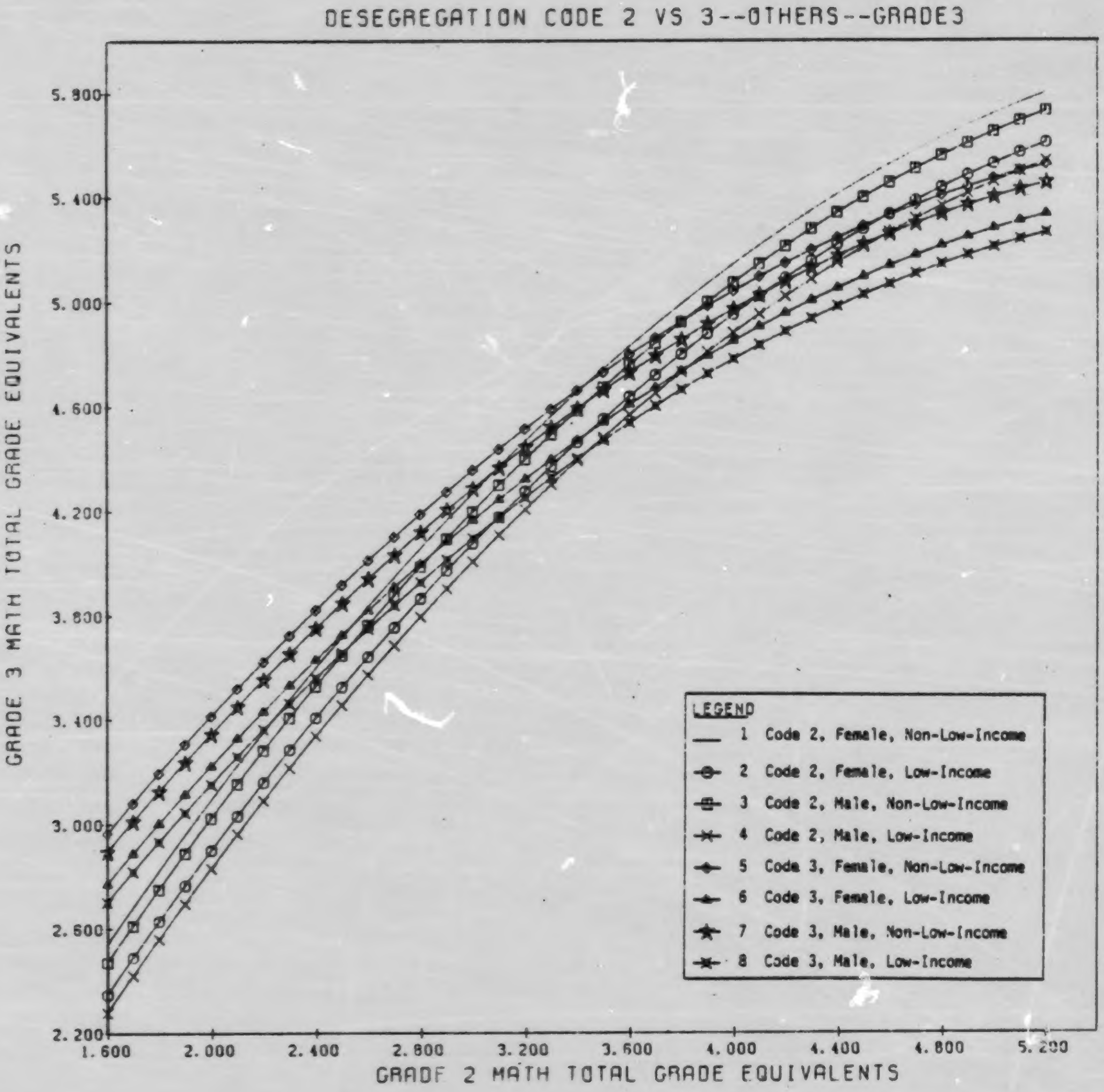
DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 2

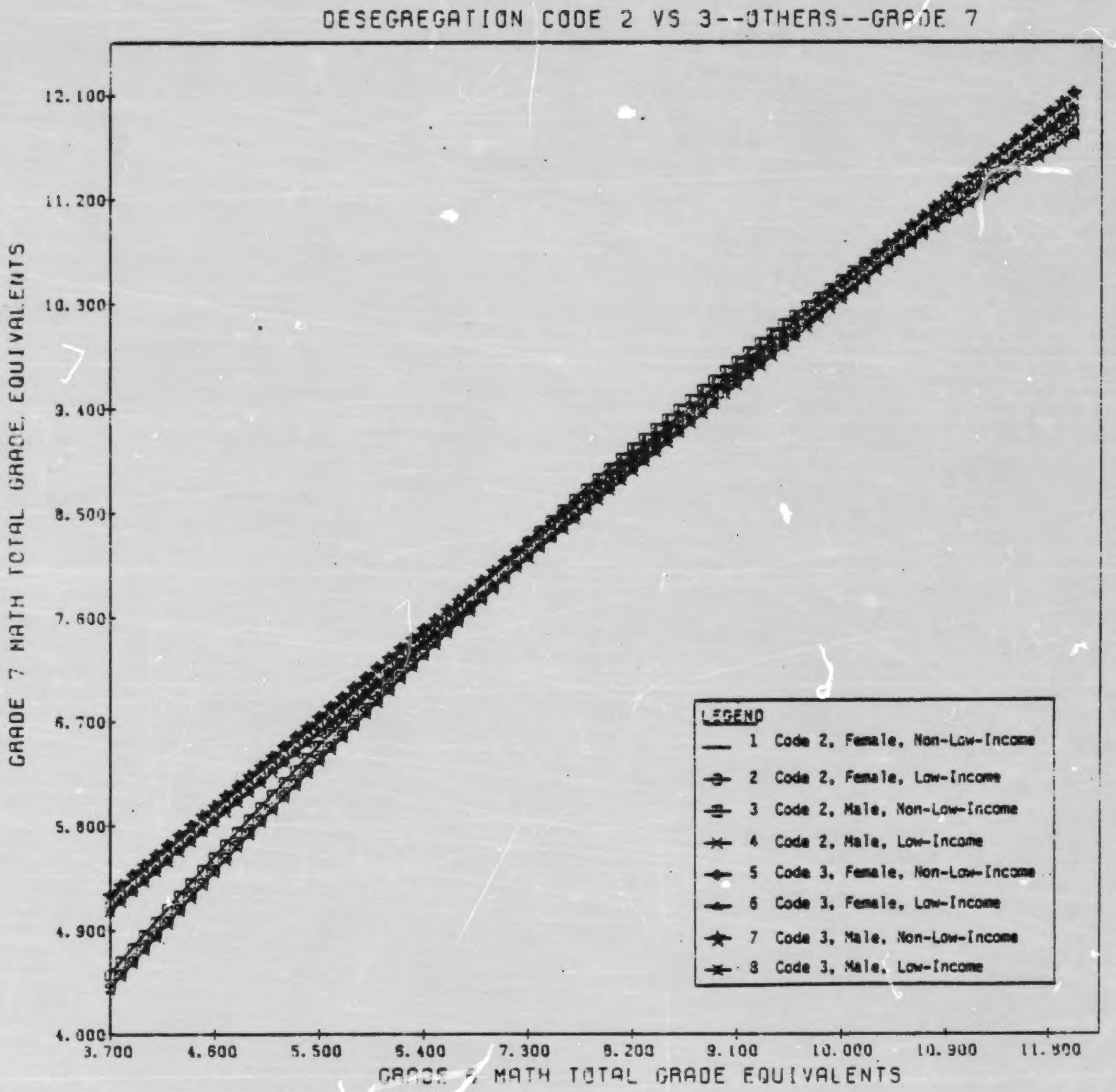


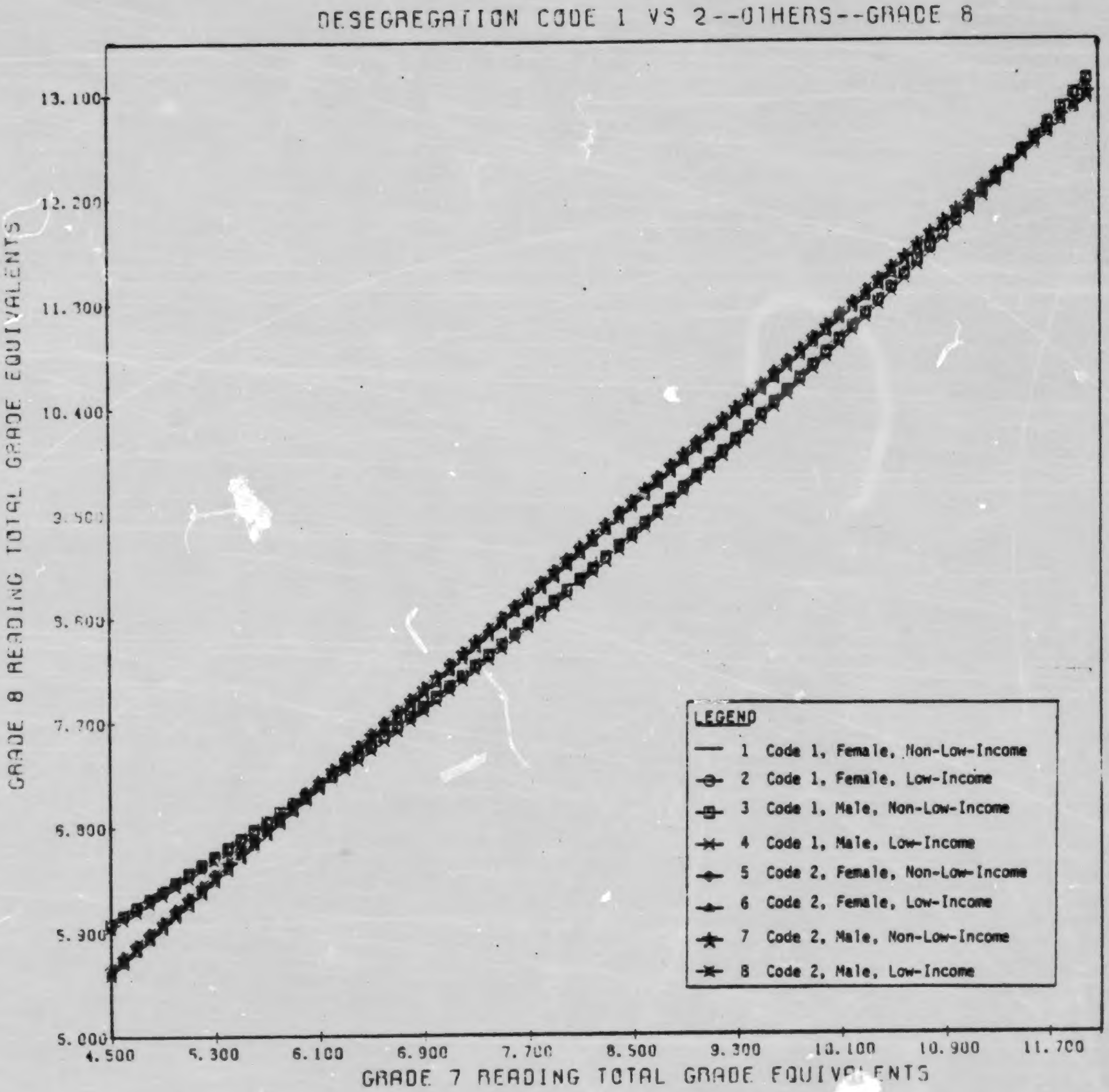
42



DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 3


DESEGREGATION CODE 2 VS 3--OTHERS--GRADE3
GRADE 3 MATH TOTAL GRADE EQUIVALENTS
5.800
5.400
5.000
4.600
4.200
3.800
3.400
3.000
2.600
2.200
1.600
2.000
2.400
2.800
3.200
3.600
4.000
4.400
4.800
5.200
GRADE 2 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income


DESEGREGATION CODE 2 VS 3--OTHERS--GRADE 7
GRADE 7 MATH TOTAL GRADE EQUIVALENTS
12.100
11.200
10.300
9.400
8.500
7.600
6.700
5.800
4.900
4.000
3.700
4.600
5.500
6.400
7.300
8.200
9.100
10.000
10.900
11.800
GRADE 6 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income


DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 8
GRADE 8 READING TOTAL GRADE EQUIVALENTS
13.100
12.200
11.300
10.400
9.500
8.600
7.700
6.800
5.900
5.000
4.500
5.300
6.100
6.900
7.700
8.500
9.300
10.100
10.900
11.700
GRADE 7 READING TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 2, Female, Non-Low-Income
6 Code 2, Female, Low-Income
7 Code 2, Male, Non-Low-Income
8 Code 2, Male, Low-Income

ANALYSES COMPARING REASSIGNED VS NONREASSIGNED STUDENTS IN IMPACTED SCHOOLS--1980-81

Variables

POST = Posttest ITBS grade equivalent score (Reading Total or Math Total).
PRE = Pretest ITBS grade equivalent score.
PRE1 = Pretest if reassigned; 0, if nonreassigned.
PRE2 = Pretest if nonreassigned; 0, if reassigned.
PRE^2 = PRE squared.
$PRE1^2$ = PRE1 squared.
REA = 1 if reassigned; 0, otherwise.

Models

Model 1: $POST = U + PRE1 + PRE2 + PRE1^2 + PRE2^2 + REA$

Model 2: $POST = U = PRE1 + PRE2 + PRE^2 + REA$

Model 3: $POST = U + PRE1 + PRE2 + REA$

Model 4: $POST = U + PRE + REA$

Model 5: $POST = U + PRE$

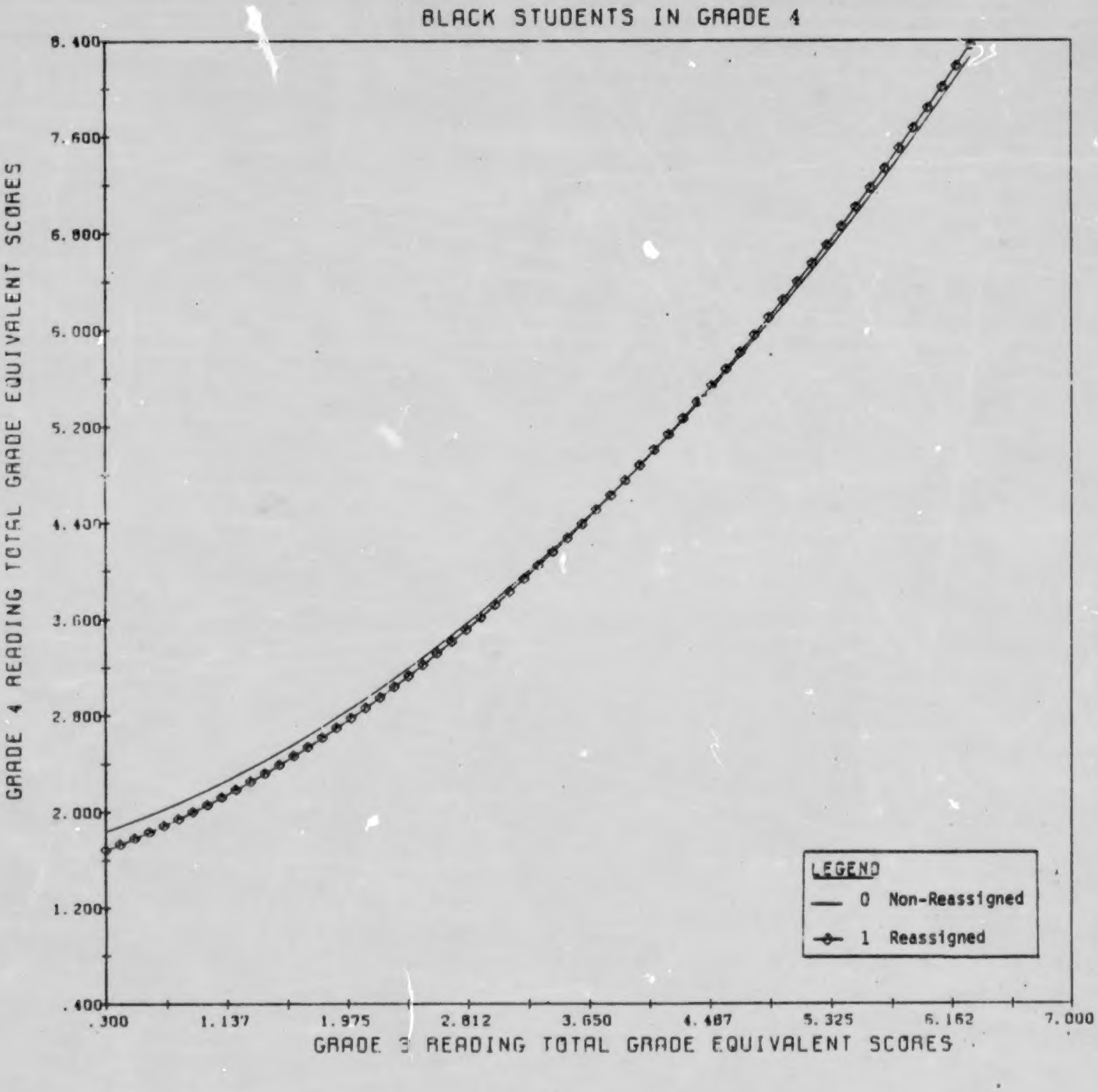
F-tests

Model 1 vs Model 2: $df_1 = 6-5=1$; $df_2 = N-6$

Model 2 vs Model 3: $df_1 = 5-4=2$; $df_2 = N-5$

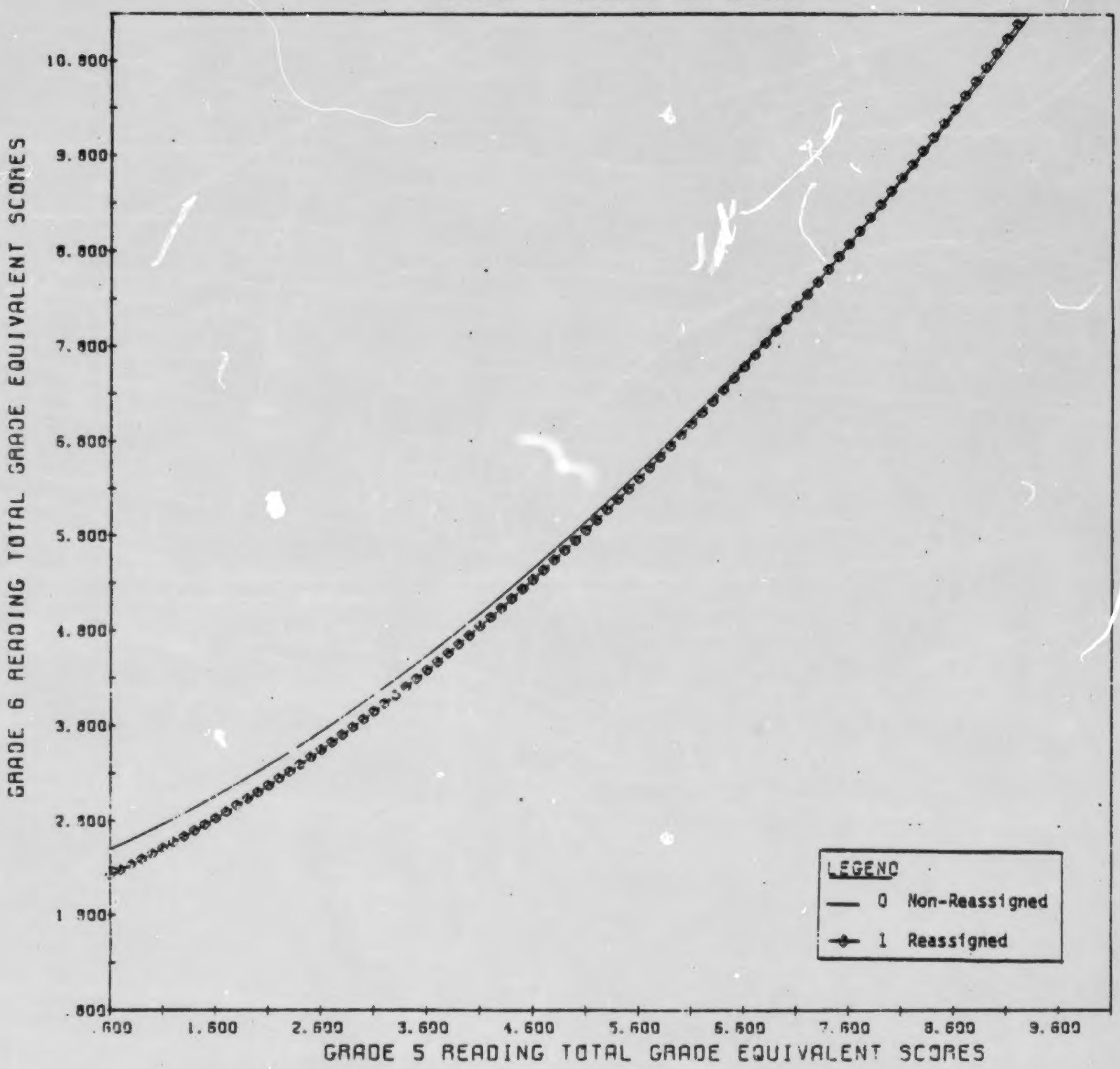
Model 3 vs Model 4: $df_1 = 4-3=1$; $df_2 = N-4$

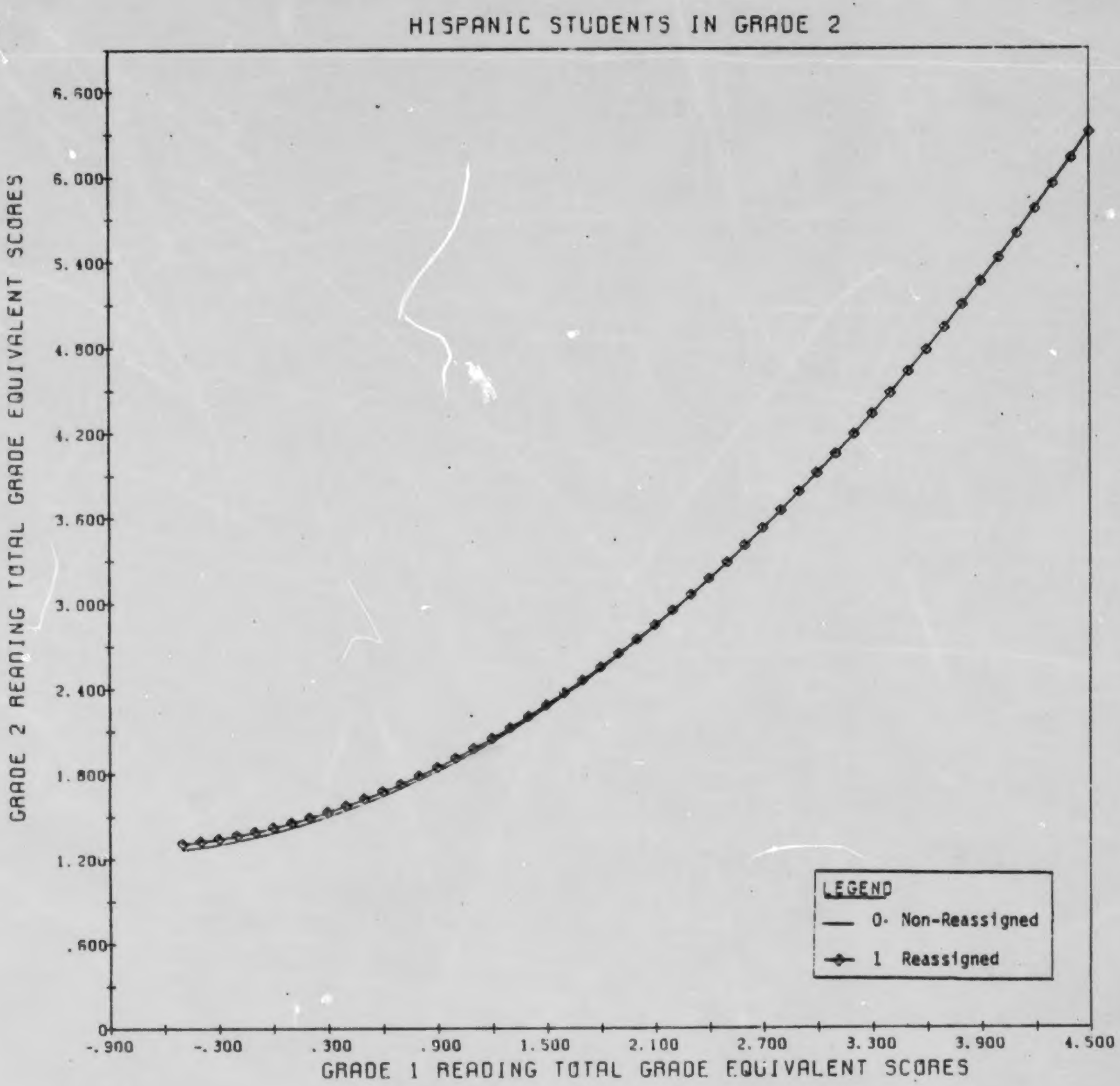
Model 4 vs Model 5: $df_1 = 3-2=1$; $df_2 = N-3$


BLACK STUDENTS IN GRADE 4
GRADE 4 READING TOTAL GRADE EQUIVALENT SCORES
8.400
7.600
6.800
6.000
5.200
4.400
3.600
2.800
2.000
1.200
.400
.300
1.137
1.975
2.812
3.650
4.487
5.325
6.162
7.000
GRADE 3 READING TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned

48

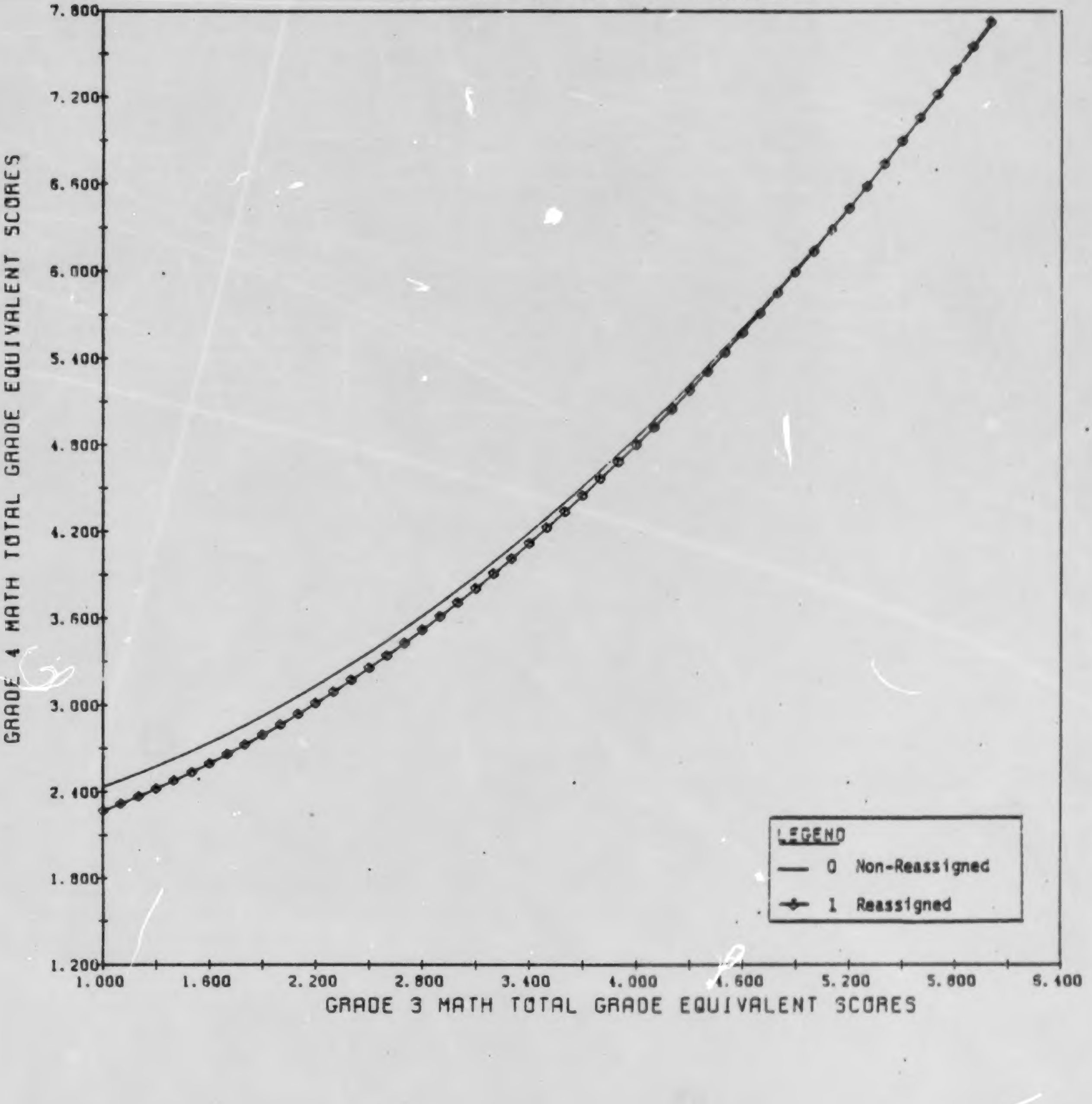
BLACK STUDENTS IN GRADE 6

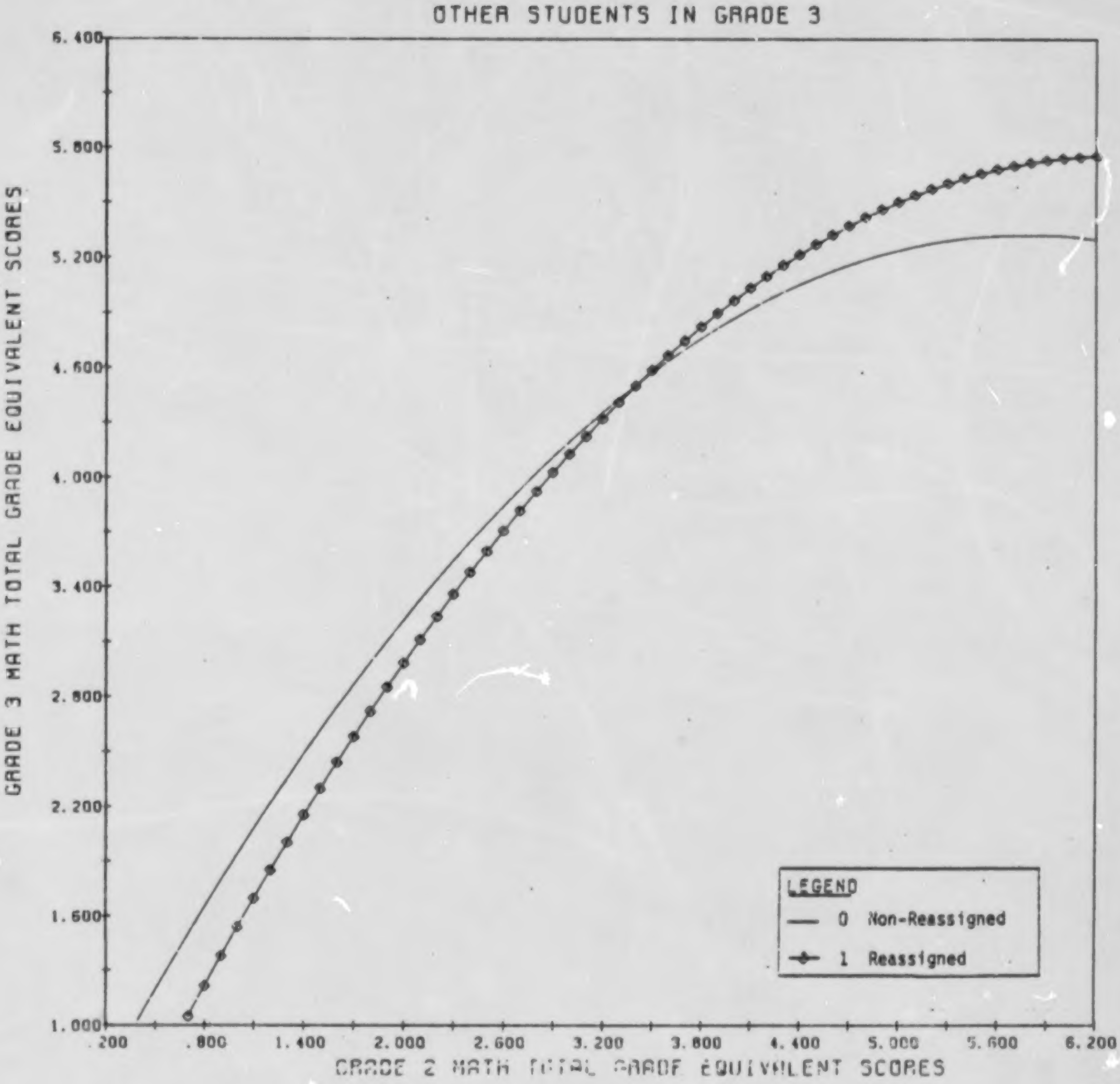


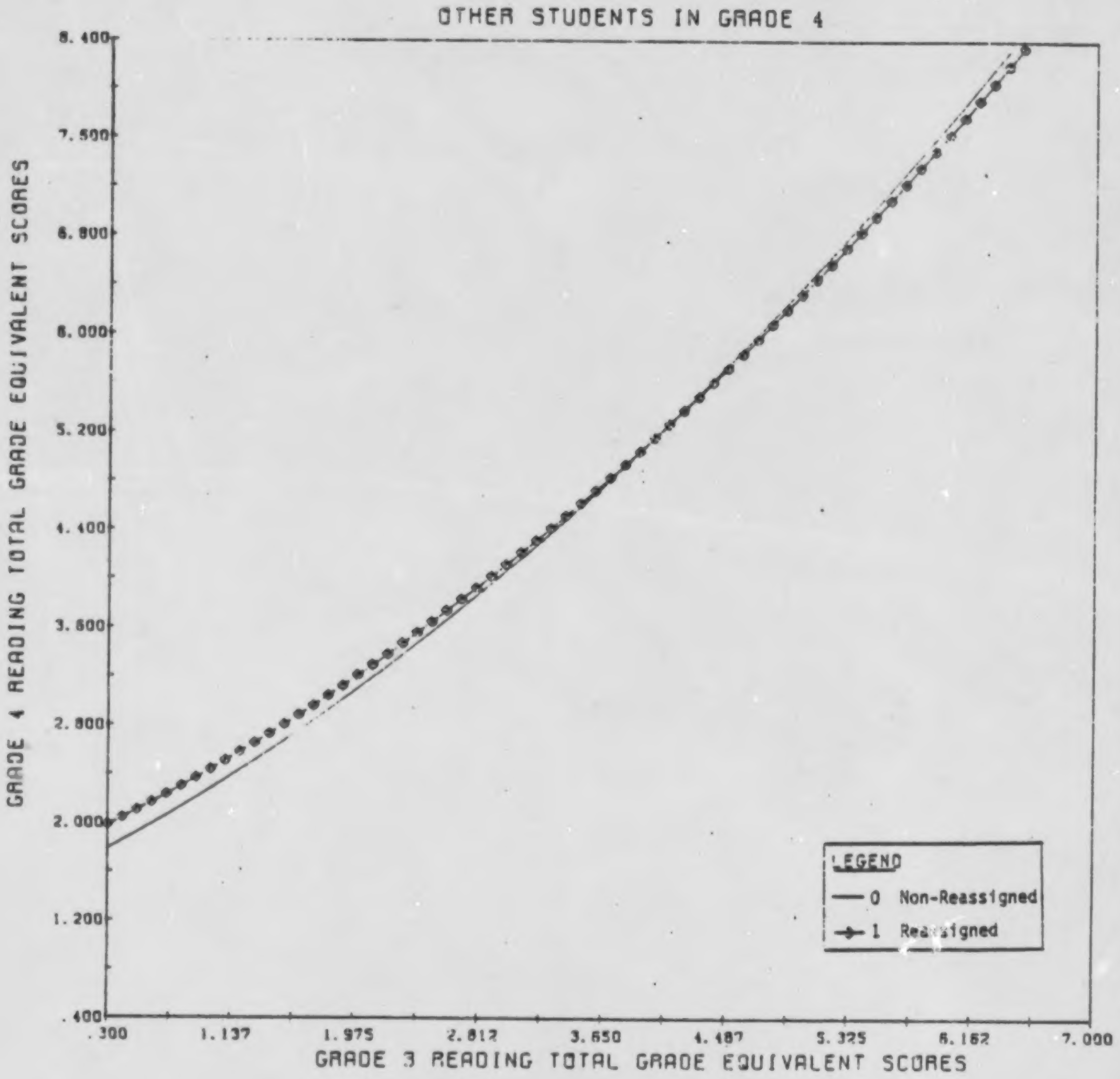

HISPANIC STUDENTS IN GRADE 2
GRADE 2 READING TOTAL GRADE EQUIVALENT SCORES
6.600
6.000
5.400
4.800
4.200
3.600
3.000
2.400
1.800
1.200
.600
0
-.900
-.300
.300
.900
1.500
2.100
2.700
3.300
3.900
4.500
GRADE 1 READING TOTAL GRADE EQUIVALENT SCORES
LEGEND
0· Non-Reassigned
1 Reassigned

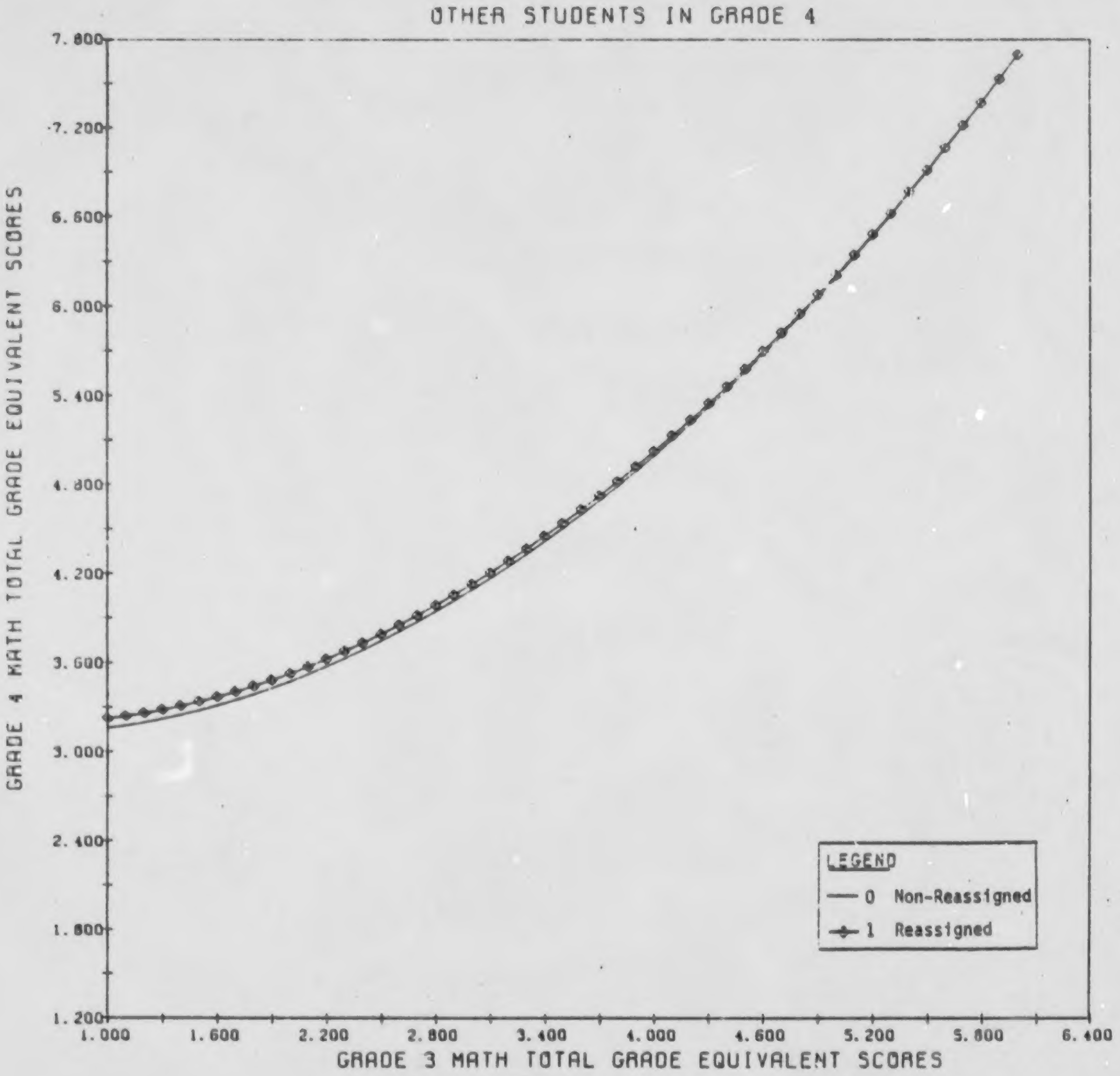
50

HISPANIC STUDENTS IN GRADE 4

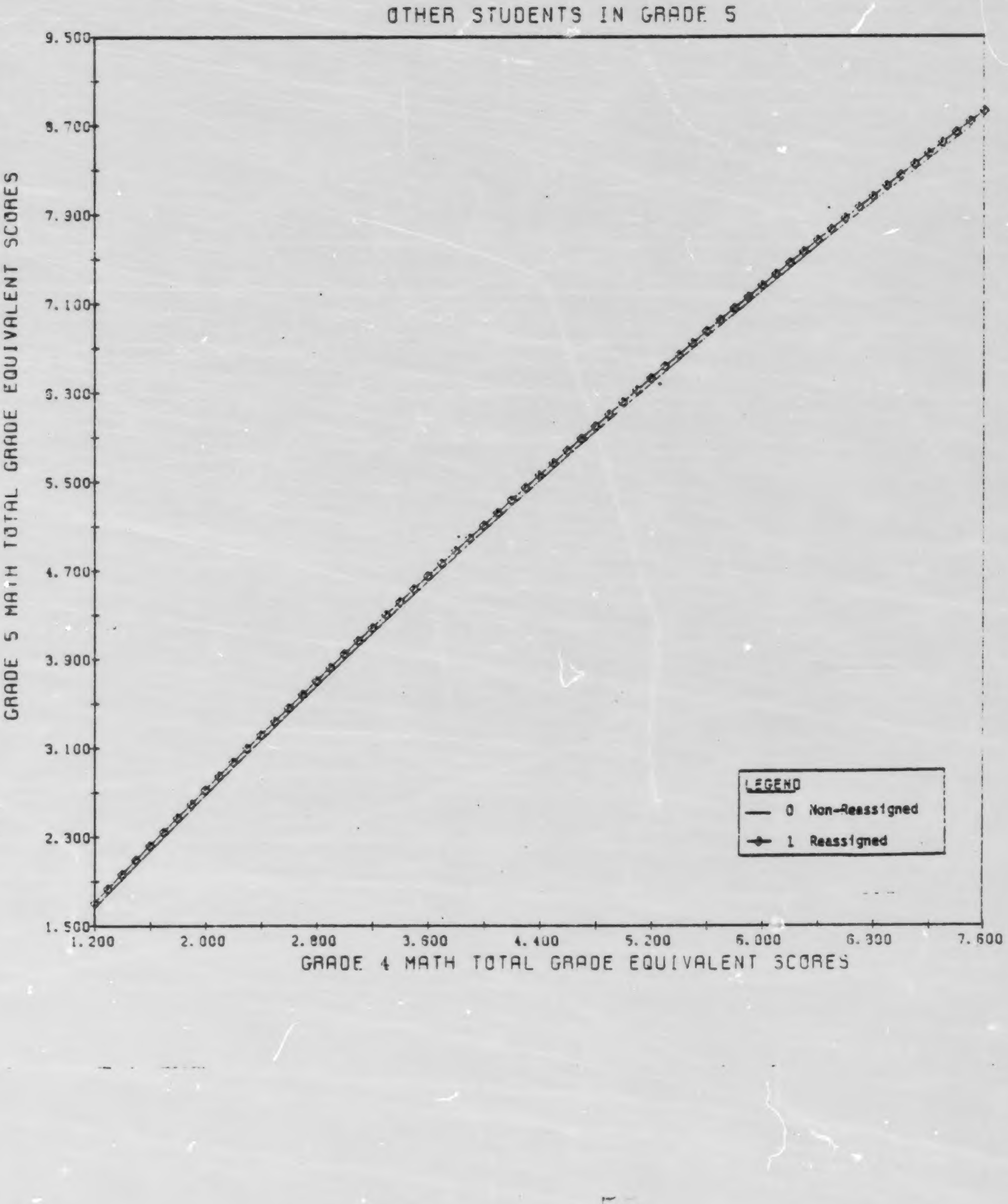


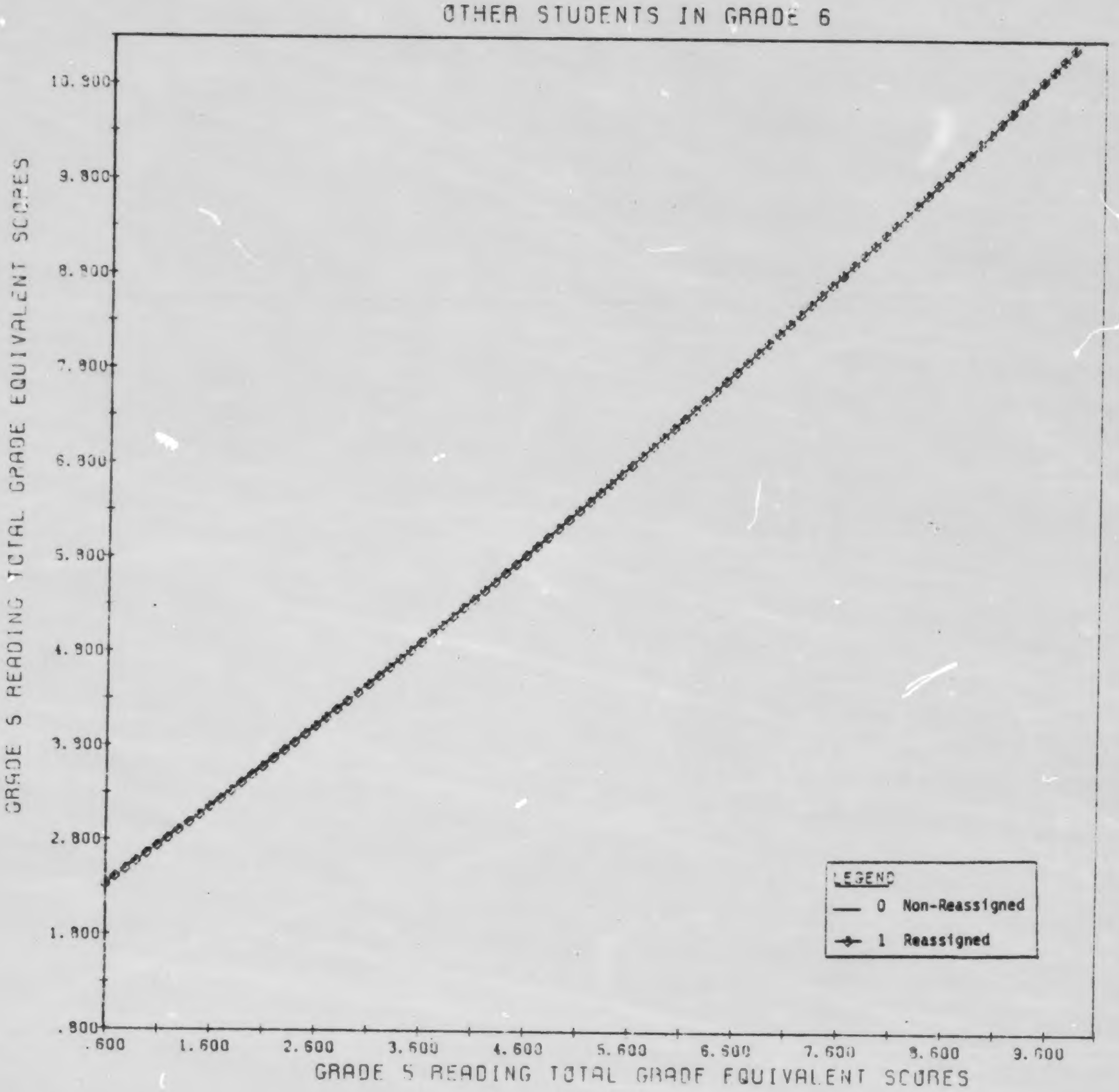

OTHER STUDENTS IN GRADE 3
GRADE 3 MATH TOTAL GRADE EQUIVALENT SCORES
6.400
5.800
5.200
4.600
4.000
3.400
2.800
2.200
1.600
1.000
.200
.800
1.400
2.000
2.600
3.200
3.800
4.400
5.000
5.600
6.200
GRADE 2 MATH TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned

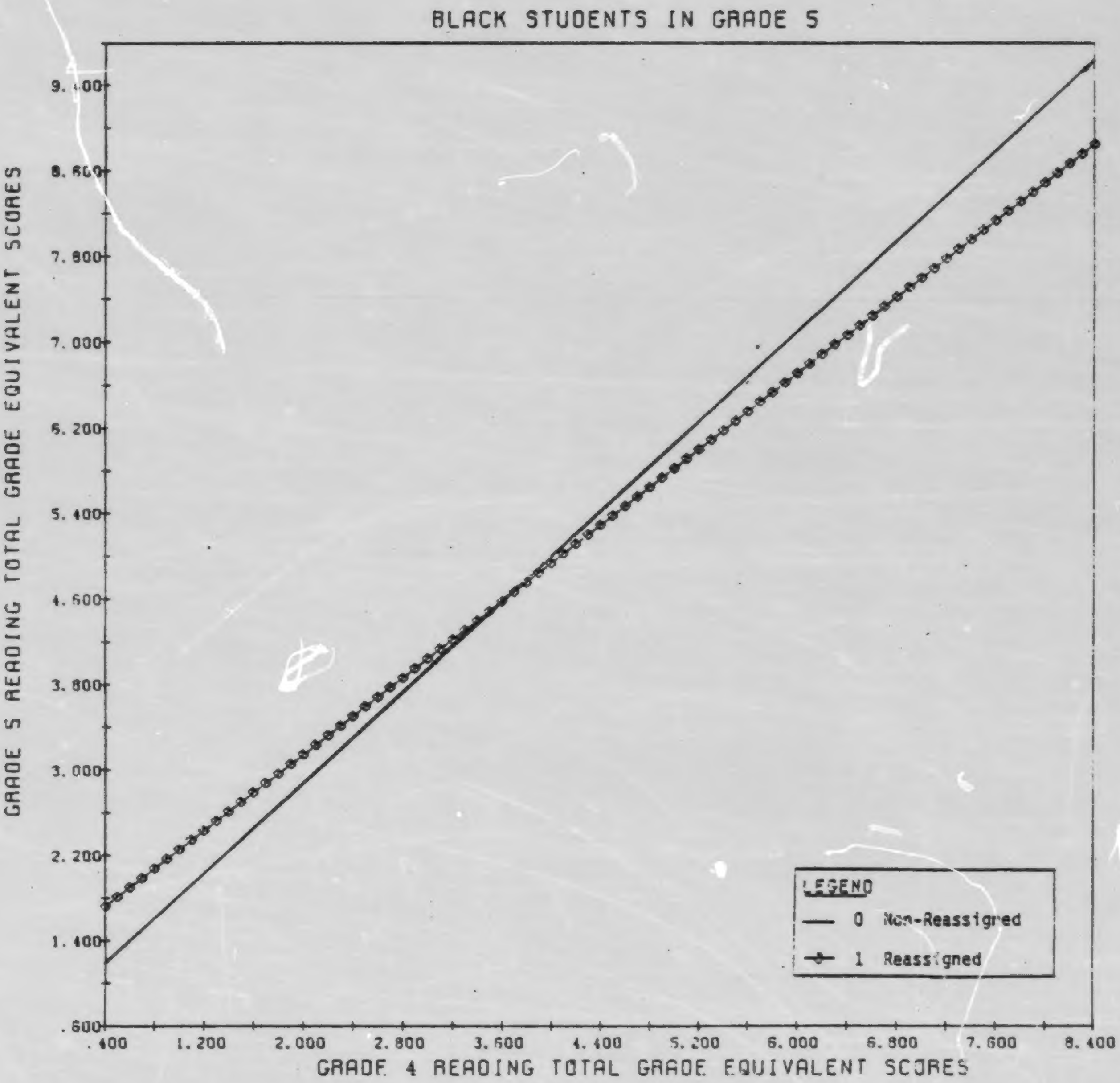

OTHER STUDENTS IN GRADE 4
GRADE 4 READING TOTAL GRADE EQUIVALENT SCORES
8.400
7.600
6.800
6.000
5.200
4.400
3.600
2.800
2.000
1.200
.400
.300
1.137
1.975
2.812
3.650
4.487
5.325
6.162
7.000
GRADE 3 READING TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned

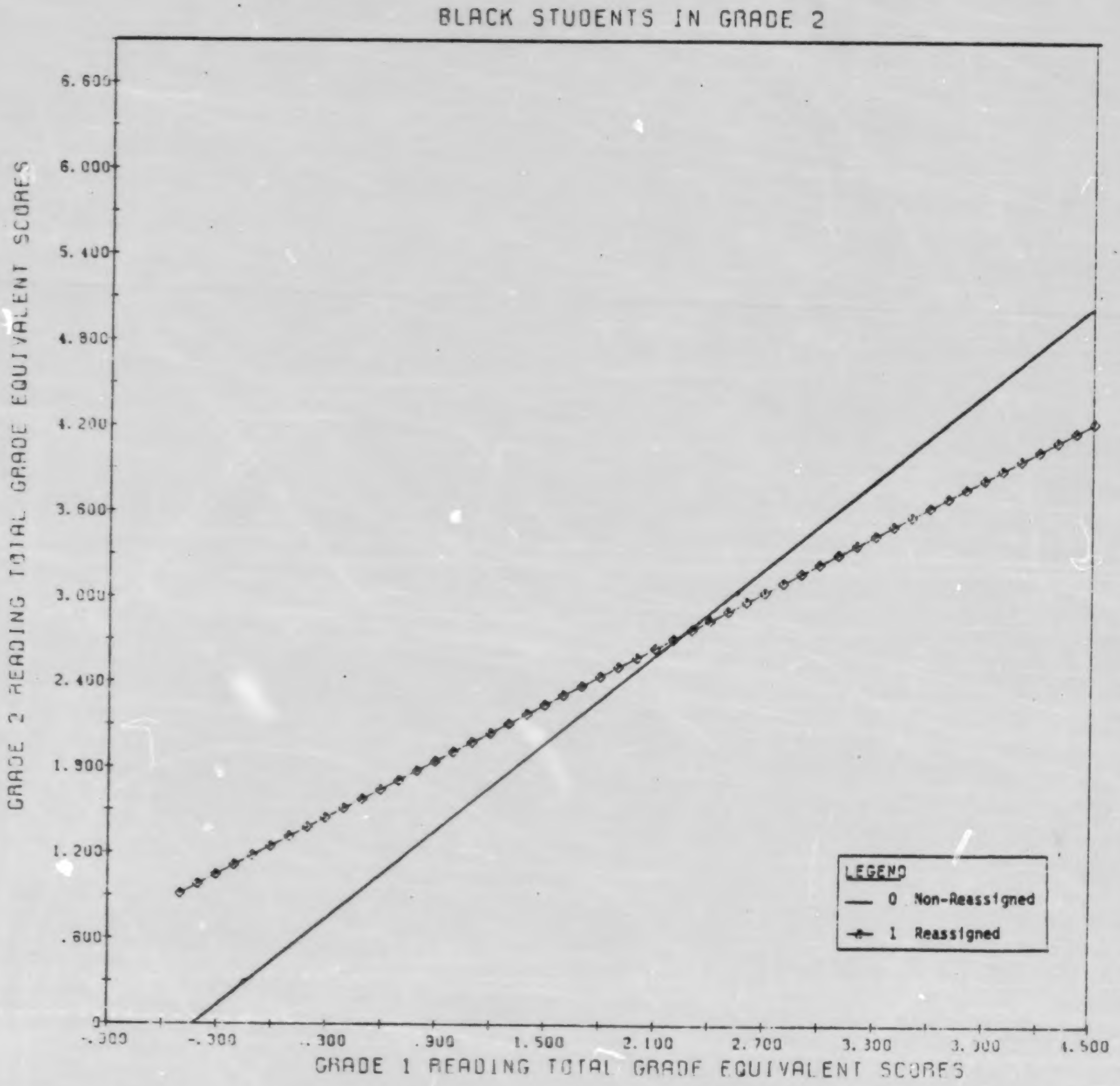

OTHER STUDENTS IN GRADE 4
GRADE 4 MATH TOTAL GRADE EQUIVALENT SCORES
7.800
7.200
6.600
6.000
5.400
4.800
4.200
3.600
3.000
2.400
1.800
1.200
1.000
1.600
2.200
2.800
3.400
4.000
4.600
5.200
5.800
6.400
GRADE 3 MATH TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned

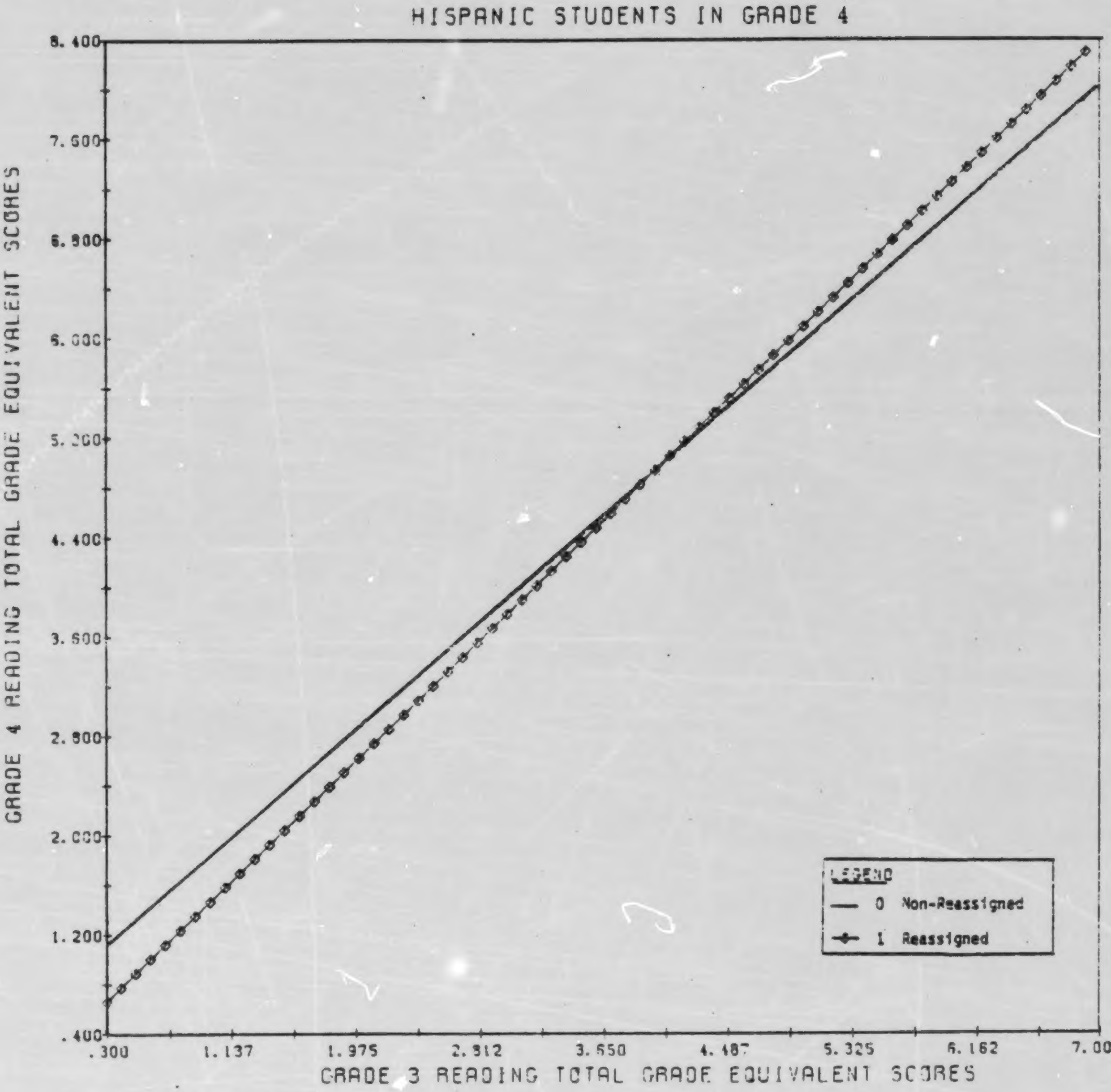
54


OTHER STUDENTS IN GRADE 5
GRADE 5 MATH TOTAL GRADE EQUIVALENT SCORES
9.500
8.700
7.900
7.100
6.300
5.500
4.700
3.900
3.100
2.300
1.500
1.200
2.000
2.800
3.600
4.400
5.200
6.000
6.800
7.600
GRADE 4 MATH TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned


OTHER STUDENTS IN GRADE 6
GRADE 5 READING TOTAL GRADE EQUIVALENT SCORES
10.800
9.800
8.800
7.800
6.800
5.800
4.800
3.800
2.800
1.800
.800
.600
1.600
2.600
3.600
4.600
5.600
6.600
7.600
8.600
9.600
GRADE 5 READING TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned


BLACK STUDENTS IN GRADE 5
GRADE 5 READING TOTAL GRADE EQUIVALENT SCORES
9.400
8.600
7.800
7.000
6.200
5.400
4.600
3.800
3.000
2.200
1.400
.600
.400
1.200
2.000
2.800
3.600
4.400
5.200
6.000
6.800
7.600
8.400
GRADE 4 READING TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned


BLACK STUDENTS IN GRADE 2
6.600
6.000
5.400
4.800
4.200
3.600
3.000
2.400
1.800
1.200
.600
0
GRADE 2 READING TOTAL GRADE EQUIVALENT SCORES
-.900
-.300
.300
.900
1.500
2.100
2.700
3.300
3.900
4.500
GRADE 1 READING TOTAL GRADE EQUIVALENT SCORES
LEGEND
0 Non-Reassigned
1 Reassigned


HISPANIC STUDENTS IN GRADE 4
GRADE 4 READING TOTAL GRADE EQUIVALENT SCORES
8.400
7.600
6.800
6.000
5.200
4.400
3.600
2.800
2.000
1.200
.400
.300
1.137
1.975
2.812
3.650
4.487
5.325
6.162
7.000
GRADE 3 READING TOTAL GRADE EQUIVALENT SCORES
LEGEND
— 0 Non-Reassigned
—◆— 1 Reassigned

ESAA/District Priorities--Systemwide Desegregation

Appendix B

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Instrument Description: Sequential Tests of Educational Progress (STEP), Series II, Forms A & B

Brief description of the instrument:

The STEP is a standardized, multiple-choice achievement battery. In 1981-82 AISD used a subset of the complete battery, omitting the English Expression and Social Studies tests. These tests will be given every other year, alternating with the Mechanics of Writing and Science tests. Tests given each year are Reading, Math Computation, and Math Basic Concepts.

To whom was the instrument administered?

All students in grades 9-12. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period—April 6 and 7. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 17 and 24.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?

Teachers and counselors received written instructions from ORE, including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .58 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliability of the subtests ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Purpose

Results from the systemwide administration of the Sequential Tests of Educational Progress were used to answer the following decision and evaluation questions from the ESAA/District Priorities Systemwide Desegregation Evaluation Design for 1981-82.

> Decision Question D1: Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation?
>
> > Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned? ... as students in schools which were not affected by desegregation?
> >
> > Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?
> >
> > Evaluation Question D1-4: Is there a relationship between course selection by students (e.g., the percentage of students taking social studies classes) and the continuing decline in social studies achievement scores?

Procedure

Procedures for the administration of the STEP for the years 1980, 1981, and 1982 can be found in the final technical reports for Systemwide Testing, publication numbers 79.14, 80.39, and 81.24.

The procedures used in analyzing the results from the STEP are reported with the results related to each evaluation question.

Results

Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned?... as students in schools which were not affected by desegregation?

The analyses done to assess the impact of desegregation on student achievement were based on the notion that two sets of factors might be operating on students in desegregated settings. The first set of factors were those related to attending school in a newly desegregated setting in which the school had recently undergone a major change in student body, and/or staff. For the purpose of analysis such schools were called impacted schools. All junior highs schools except Pearce and Bedichek were considered impacted. At the senior high level, Anderson, Crockett, Johnston, and Travis were considered to be impacted.

The other distinction made was between reassigned and nonreassigned students. Reassigned students were those whose school assignments for their grades were changed by either the 1971 or the 1980 court order. Reassignment status was intended to be used to detect the effect of those influences associated with attending a school that is distant from one's home.

Each student in the District was assigned a desegregation code based on the area code of his/her home address, on grade, and on school attended. The desegregation codes were assigned in accordance with the table in Attachment A-1 (of the ITBS Appendix) which was developed with the cooperation of the District Desegregation Specialist. The codes assigned were as follows:

1 = nonreassigned student in nonimpacted school.
2 = nonreassigned student in impacted school.
3 = reassigned student in impacted school.
4 = reassigned student in nonimpacted school (applied to only a few students).
5 = not in correct school for grade and area code (usually applied to transfer students and special education students).
6 = missing area code, school, or grade.

The codes were assigned using the information on the Student Master File and were added to the designated ORE field. They were updated at the end of March, 1982.

The achievement analyses compared three groups of students in a series of pairwise comparisons based on desegregation codes 1-3. The comparisons were as follows:

Code 1 (nonreassigned, nonimpacted students)
vs
Code 2 (nonreassigned, impacted students)

Code 1 (nonreassigned, nonimpacted students)
vs
Code 3 (reassigned, impacted students)

Code 2 (nonreassigned, impacted students)
vs
Code 3 (reassigned, impacted students)

A set of these three comparisons was done for each combination of grade and ethnicity (Black, Hispanic, and Other) for reading and math. Altogether there were three comparisons per set by three ethnicities by four grades for two subject areas to give a total of 72 analyses. The linear models used are described in Attachment B-1. The analyses were run using Earl Jennings' program LINEAR on the UT Dual Cyber System.

The description of the models shows that sex and income level were used as covariates in the analyses. These variables were included in an attempt to equate the groups on two variables which are related to achievement gains and on which the two groups could differ.

Because so many analyses were done, the results are too numerous to place in full detail in this appendix. They have been placed with the ITBS results in four printout binders and are available for inspection. The sigificant F-tests have been coded, however, and summarized in Figure B-1 through B-3. The following statements provide information necessary to interpret the figures.

a. The heading "Codes Compared" refers to the groups of students being compared. For example, 1 vs 3 means that students with desegregation code 1 (nonreassigned, nonimpacted) were compared with students with codes of 3 (reassigned, impacted).

b. Two letters can appear in the column headed "significant F." An A indicates that the comparison of model 1 with model 2 was significant at the .05 level or better. A B indicates that the comparison of model 2 with model 3 was significant.

c. The column under "Favored Group" can contain the letter I alone or the numbers 1, 2, or 3 followed by a number in parentheses. The letter I indicates an interaction, and is associated with a significant comparison between model 1 and model 2. The implication is that one group did better than the other at some level of the pretest but not at all levels.

   The column contains a number followed by a number in parenetheses whenever the comparison between model 2 and model 3 was significant. The number tells the group which was superior on the posttest and the value in parentheses tell by how many converted score points they were better. For example, "3(1.5 pts)" would indicate that students with a desegregation code of 3 were superior to the students with whom they were being compared by 1.5 converted score points for all levels of the pretest.

   The converted scores are not as directly interpretable as the grade equivalents reported for the ITBS. The range of possible values is from about 410 to 495. Students at the 50th percentile in the 9th grade receive a score of 456 on the reading test. If they were to score at the 50th percentile in the 12th grade, they would receive a converted score of 469, so the average gain from year to year is a small amount--about 4 points per year. There is no math total score on the STEP so the average of the Math Basic Concepts and Math Computation tests was used in the analyses.

Students at the 50th percentile on this score would show a gain from about 452 to 460 from 9th to 12th grade or about 3 points per year. Therefore, in examining the results, one must keep in mind that a small gain in converted score can be meaningful.

d. Only those comparisons for which the F-test was significant at at least the .05 level are reported in the tables.

What does it mean? To aid in the interpretation of the results, plots were generated for all significant results where interactions occurred. They can be found in Attachment B-2. For Black students, an examination of Figure B-1 reveals that the impact of desegregation must not be very strong. Only four of the 48 F-tests were significant. Those that were significant, however, tended to favor desegregation code 1 over desegregation code 2 and code 2 over code 3. The results for Hispanic students show the least impact of all. Only two of the 48 F-tests was significant. The Other students (ethnicity code of 5) would appear to be the only ones for which the results might be somewhat meaningful, at least in the sense that 13 of the 48 F-tests were significant. The reader is challenged, however, to make any sense of the results. One difficulty of interpretation is due to the fact that when an interaction occurs the groups are most different near the extremes of the pretest, especially the lower extreme. Two factors make differences at the extremes less important--

a. Few students achieve low scores.
b. Measurement is least reliable at the extremes.

As a result, a few students with questionable scores can greatly affect the shape of the regression line at the extremes so that if regions of significance were calculated, the area where the regression lines are most far apart might not be statistically significant. In conclusion, it appears that while several F-tests were statistically significant for Other students, there is little evidence for major, consistent effects of desegregation on achievement for this group.

Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?

A plan for answering this question was developed this year. It is reported in full in Appendix A of this technical report.

Evaluation Question D1-4: Is there a relationship between course selection by students (e.g., the percentage of students taking social studies classes) and the continuing decline in social studies achievement scores?

During the course of the year, this question became refocused into two different questions:

1. Do students who take social studies courses make larger gains than students who are not taking social studies?

2. Do students taking social studies courses from coaches make gains as large as those taking social studies from regular teachers.

The STEP social studies test was not given in 1982; therefore, results from 1980 and 1981 were used in these analyses. To do these analyses a file was created of students who took either no social studies classes or one or two required courses during the 1980-81 school year. Their Social Studies converted scores were analyzed using the linear models described in Attachment B-3. For 9th graders, their 8th grade ITBS Reading Total grade equivalent scores were used as the pretest. Interestingly enough, their correlation between pre- and posttest was essentially the same as the correlations between social studies over one year at the other grades.

The results presented in Figures B-4 through B-8 showed that students who take social studies do make larger gains than students who do not take it. At 9th grade where reading scores were used as the covariate, an interaction occurred.

The plot of the regression lines found in Figure B-5 shows that the difference is greatest at the lower extreme. At grades 10-12 there was no interaction, and the social studies group scored from about 1.1 points to 2.5 points higher than the comparison group at each level of the pretest. Since the average gain in social studies from grades 9 to 10, 10 to 11, and 11 to 12 are 4, 5, and 3 converted score points respectively, the observed differences represent meaningful differences of one quarter to a half of a year's growth. These results show that the STEP is sensitive to instruction. They also suggest that if students took more social studies classes, achievement scores should rise.

The question concerning the impact of coaches on achievement is a good example of a question which seems straightforward when asked but becomes more complicated and harder to answer when examined more closely. The complicating factors were the following:

1. How do you define "coach" and "teacher."

2. How do you handle required courses and electives. The students in these two types of courses are likely to be different. Students taking electives are likely to have a special interest in the subject.

3. How do you handle the number of courses taken by students during the year?

4. How do you handle the fact that students taking more than one course may have taken them from teachers, coaches, or a combination of teachers and coaches.

These complicating factors were resolved as follows:

1. Discussion with the Secondary Social Studies Coordinator produced the following classification scheme for social studies teachers--

T = a person hired as a teacher and only teaching social studies.

TC = a person hired as a teacher who also coaches (especially golf, tennis, soccer, etc.).
CTC = a person hired as a coach who also teaches.
CTT = a person hired as a coach who teaches social studies and no longer coaches.

Working from a list of persons who taught at least one social studies class in 1980-81, the Coordinator placed each in one of the above groups. For the purposes of these analyses, the first two groups were combined to create the teacher group. The other two groups combined were the coaches.

2. Only required courses were considered.

3. Two sets of analyses were done; one included only students taking one course during the year under study. The other set included only students taking two courses. All other students were excluded from the analyses.

4. The group of analyses comparing students who had taken two courses compared three groups—those taking from teachers only, those taking from coaches only, and those taking from both.

First the analyses for students taking only one class. The linear models and variables used were the same as those described in Attachment B-3 with the exception of the definition of variable G. In this case, G was defined as a 1 if the student took social studies from a teacher and 0 if from a coach. The results are summarized in Figures B-9 through B-12. In no cases were the results significant. Either coaches teach as well as other teachers, or the difference is not detectable using the STEP for students taking only one course.

The analyses comparing students who took two courses were done as outlined in Attachment B-4. The results are displayed in Figures B-13 through B-15. At 9th grade, the results were significant; however, not in the expected direction. In this case students taught by coaches or teachers showed gains higher than those taught by both a coach and a teacher. On the average, students taught by teachers scored about 1 point higher than those taught by both, and students taught by coaches scored about 1.2 points higher than those taught by both. It is unlikely that the gains shown by the teacher and coach groups differed significantly. At grades 10 and 11, there was no significant difference between the three groups. At grade 12 there was only one student shown to have been taught by a coach, so the analyses were not done. It would appear from these analyses also that coaches do not have a negative effect on the gains of their students.

	Reading			Math		
Grade	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
9	1 vs 3	A	I	1 vs 3 2 vs 3	A A	I I
12	-	-	-	1 vs 3	B	1 (3.2 pts)

* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.
"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

** "I" indicates an interaction; no group is consistently favored at all levels of the pretest. The numbers in parentheses indicate the amount in converted score points by which the favored group exceeded the other group.

Figure B-1. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISONS OF CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR BLACKS AT GRADES 9-12 ON THE STEP.

	Reading			Math		
Grade	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
9	-	-	-	1 vs 2	B	2 (1.4 pts)
11	-	-	-	2 vs 3	B	2 (.5 pts)

* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.
"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

** "I" indicates an interaction; no group is consistently favored at all levels of the pretest. The numbers in parentheses indicate the amount in coverted score points by which the favored group exceeded the other group.

Figure B-2. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISON OF DESEGREGATION CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR HISPANICS AT GRADES 9-12 ON THE STEP.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
9	1 vs 3	B	1(1.2 pts)	1 vs 3	A	I
				2 vs 3	A	I
10	1 vs 2	B	1(1 pt)	-	-	-
	1 vs 3	B	1(1.9 pts)			
11	1 vs 2	A	I	-	-	-
	1 vs 3	A	I			
	1 vs 3	B	1(1.6 pts)			
	2 vs 3	A	I			
12	1 vs 2	A	I	-	-	-
	1 vs 3	A	I			
	1 vs 3	B	1(2.8 pts)			
	2 vs 3	B	2(2.4 pts)			

* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.
"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

** "I" indicates an interaction; no group is consistently favored at all levels of the pretest. The numbers in parentheses indicate the amount in coverted score points by which the favored group exceeded the other group.

Figure B-3. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISON OF DESEGREGATION CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR OTHERS AT GRADES 9-12 ON THE STEP.

MODELS		RSQ				
Full	Restricted	Full	Restricted	df	F	p
1 vs	2	.665	.663	2,2822	176.656	<.0001
2 vs	3	.663	.663	1,2824	0.272	.60

Figure B-4. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=2,629) AND THOSE NOT TAKING IT (N=199) - 9TH GRADE.

81.73

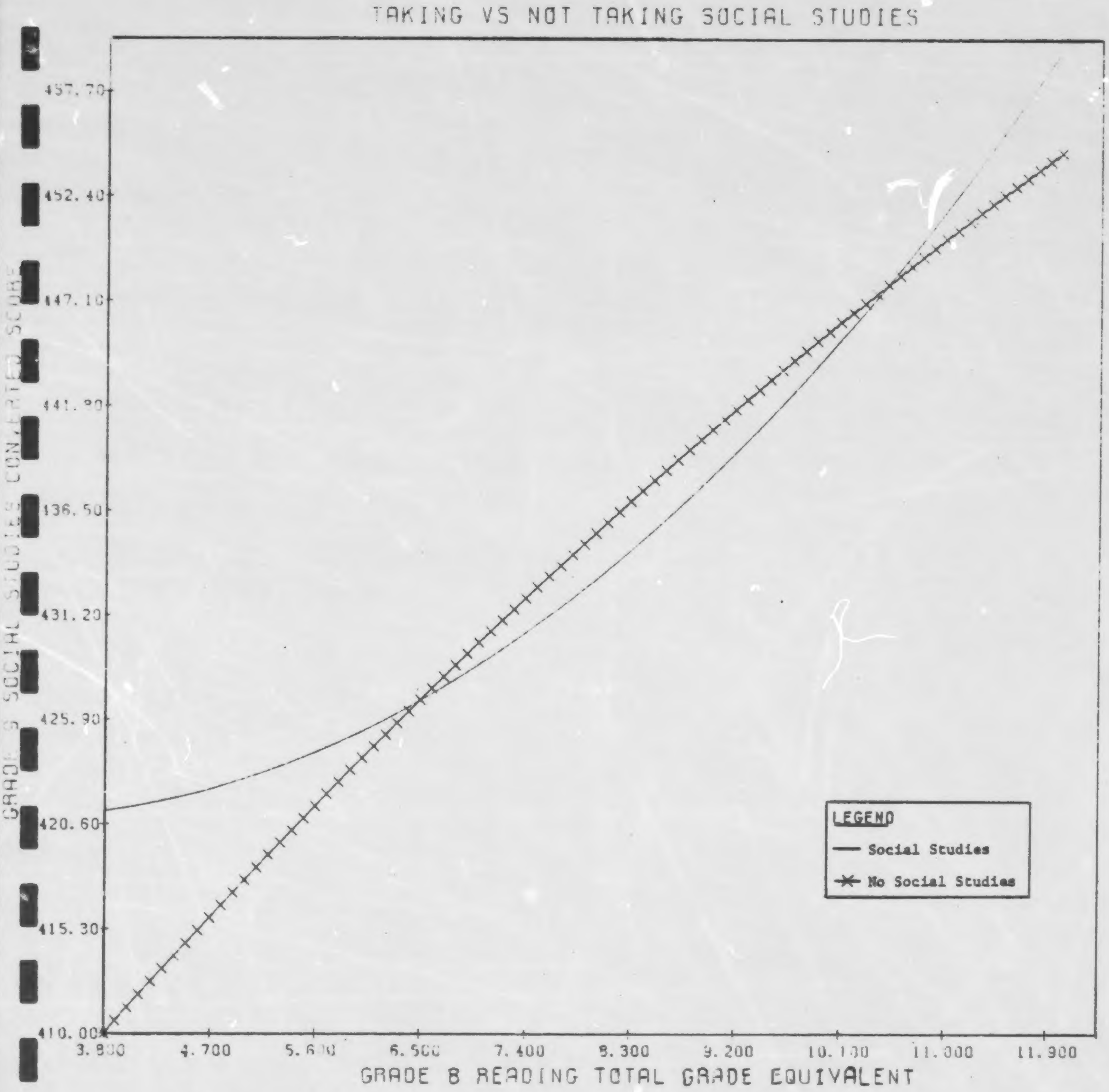


Figure B-5. PLOT OF REGRESSION LINES FOR STUDENTS TAKING AND NOT TAKING SOCIAL STUDIES IN THE 9TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	P
1	vs	2	.642	.642	2,3017	1.108	.33
2	vs	3	.642	.640	1,3019	9.001	<.01

Students taking social studies scored 1.0 converted score points higher on the average.

Figure B-6. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=2,093) AND THOSE NOT TAKING IT (N=930) - 10TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.686	.686	2,2400	.431	.65
2	vs	3	.686	.683	1,2402	17.755	<.0001

Students taking social studies scored 2.5 points higher on the average.

Figure B-7. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=2,148) AND THOSE NOT TAKING IT (N=258) - 11TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.670	.670	2,1657	.226	.80
2	vs	3	.670	.669	1,1659	4.954	.03

Students taking social studies scored 1.4 points higher on the average.

Figure B-8. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=1,451) AND THOSE NOT TAKING IT (N=212) - 12TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.565	.564	2,124	.115	.89
2	vs	3	.564	.552	1,126	3.381	.07

Figure B-9. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=83) vs STUDENTS TAKING ONE COURSE FROM A COACH (N=47) - 9TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.583	.581	2,485	1.263	.28
2	vs	3	.581	.581	1,487	.048	.83

Figure B-10. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=337) VS STUDENTS TAKING ONE COURSE FROM A COACH (N=154) - 10TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.644	.643	2,185	.345	.71
2	vs	3	.643	.642	1,187	.243	.62

Figure B-11. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=172) VS STUDENTS TAKING ONE COURSE FROM A COACH (N=19) - 11TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.677	.677	2, 1298	.080	.92
2	vs	3	.677	.677	1, 1300	.035	.85

Figure B-12. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=1,261) VS STUDENTS TAKING ONE COURSE FROM A COACH (N=43) - 12TH GRADE.

81.73

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.655	.655	4,2490	.939	.44
2	vs	3	.655	.654	2,2494	3.752	.02

Figure B-13. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING TWO COURSES TAUGHT BY TEACHERS (N=1,379), COACHES (N=456), OR BOTH (N=664)--9TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.637	.635	4,1593	1,732	.14
2	vs	3	.635	.634	2,1597	2,160	.12

Figure B-14. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING TWO COURSES TAUGHT BY TEACHERS (N=970), COACHES (N=293), OR BOTH (N=339)--10TH GRADE.

MODELS			RSQ				
Full		Restricted	Full	Restricted	df	F	p
1	vs	2	.681	.681	4,1948	.374	.83
2	vs.	3	.681	.680	2,1952	1,674	.19

Figure B-15. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING TWO COURSES TAUGHT BY TEACHERS (N=1,651), COACHES (N=69), OR BOTH (N=237)--11TH GRADE.

DESEGREGATION ACHIEVEMENT ANALYSES

These analyses were based on desegregation codes 1, 2, and 3. A set of analyses involved making the following pairwise comparions:

Code 1 (nonreassigned, nonimpacted students)
vs
Code 2 (nonreassigned, impacted students)

Code 1 (nonreassigned, nonimpacted students)
vs
Code 3 (reassigned, impacted students)

Code 2 (nonreassigned, impacted students)
vs
Code 3 (reassigned, impacted students)

One set of analyses was performed for each combination of ethnicity (Black, Hispanic, and Other) and grade (9-12) in reading and math. Three ethnicities by four grades by 2 subject areas gives 24 sets of 3 analyses each for a total of 72 analyses. The variables, models, and F-tests used in each analysis are listed below.

Variables

POST = Posttest converted score. (April 1982)
PRE = Pretest converted. (April 1981)
PRE1 = PRE if a member of group 1; 0, otherwise.
PRE2 = PRE if a member of group 2; 0, otherwise.
PRE^2 = PRE squared.
$PRE1^2$ PRE1 squared.
$PRE2^2$ = PRE2 squared.
SEX = 1 if male; 0, if female.
I = 1 if receiving free or reduce-priced lunch; 0, otherwise.
G = 1 if a member of group 1; 0, if a member of group 2.
U = Unit vector.

Because the STEP does not have a total math score, the average of Math Basic Concepts and Math Computation converted scores was used in the math analyses. The meaning of group 1 and group 2 membership in the models was dependent on the desegregation codes being compared, e.g., code 2 vs code 3. The first code (code 2 in this case) defines group 1. The second code defines group 2. Students with special circumstances (for any subtest of a total or average score), LEP students, and students served by Special Education were removed from the analyses. "Other" students were those with ethnicity codes of 5.

Linear Models

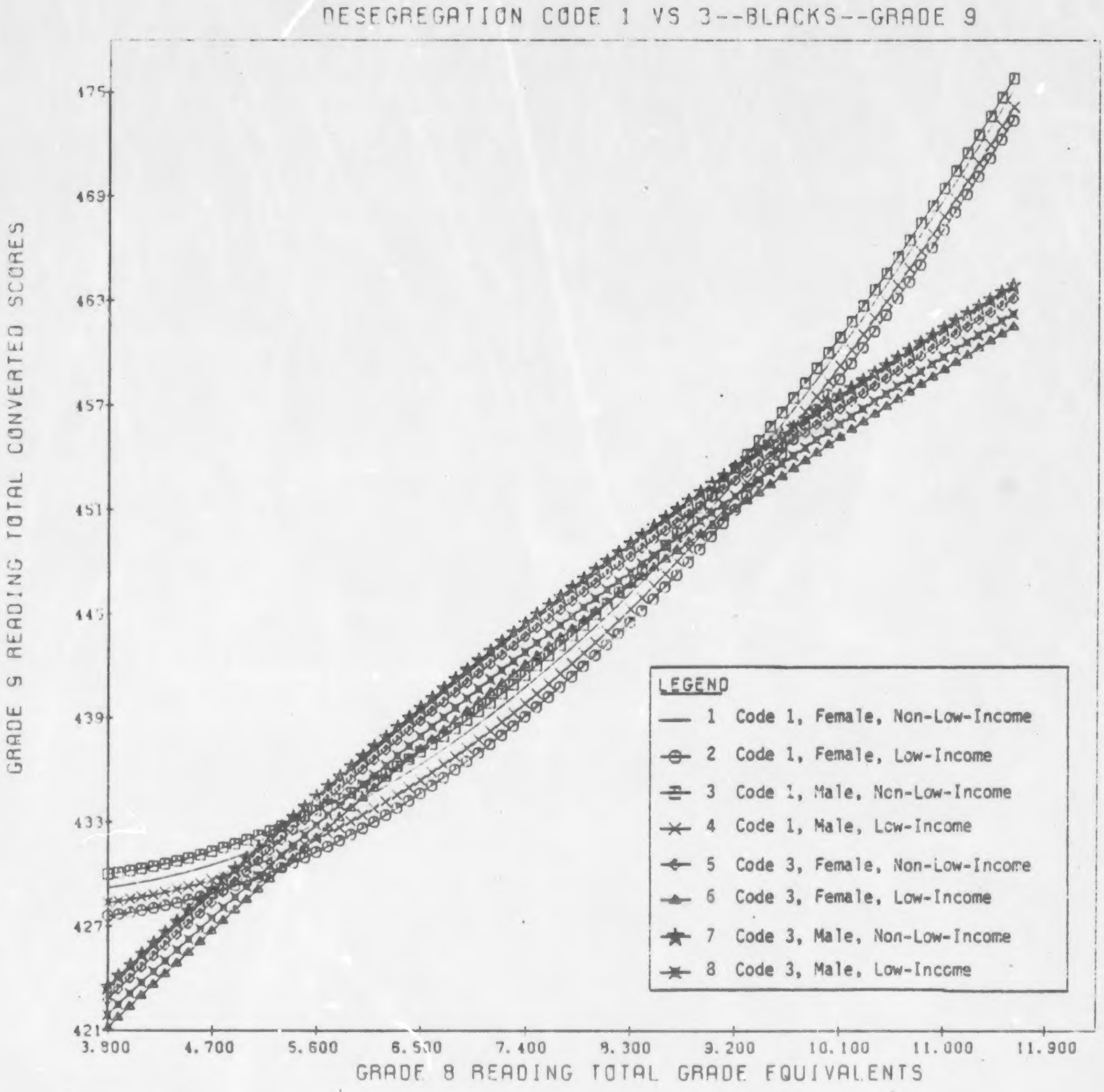
Model 1: $POST = U + PRE1 + PRE2 + PRE1^2 + PRE2^2 + SEX + I + G$
Model 2: $POST = U + PRE + PRE^2 + SEX + I + G$
Model 3: $POST = U + PRE + PRE^2 + SEX + I$

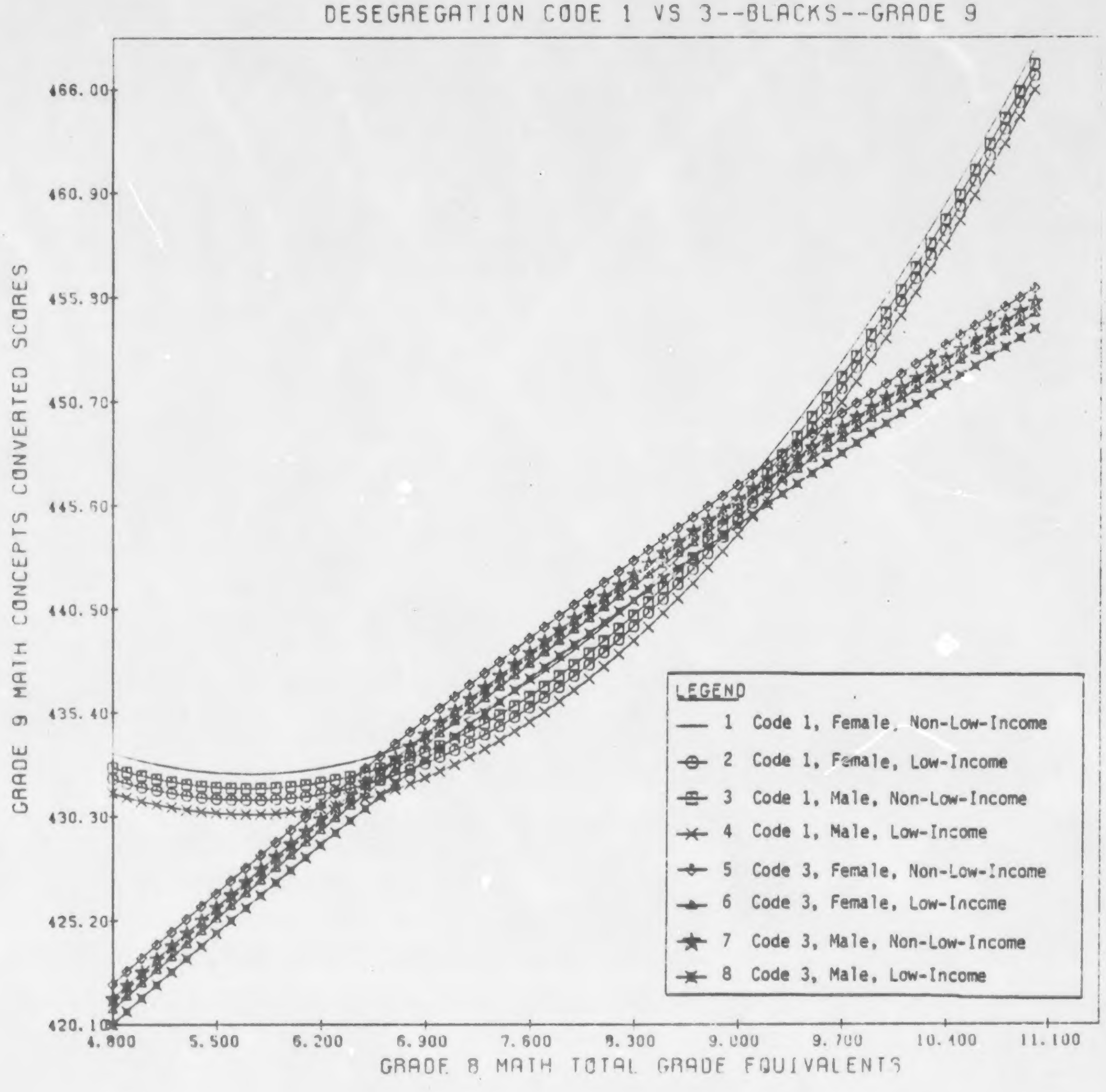
F-tests

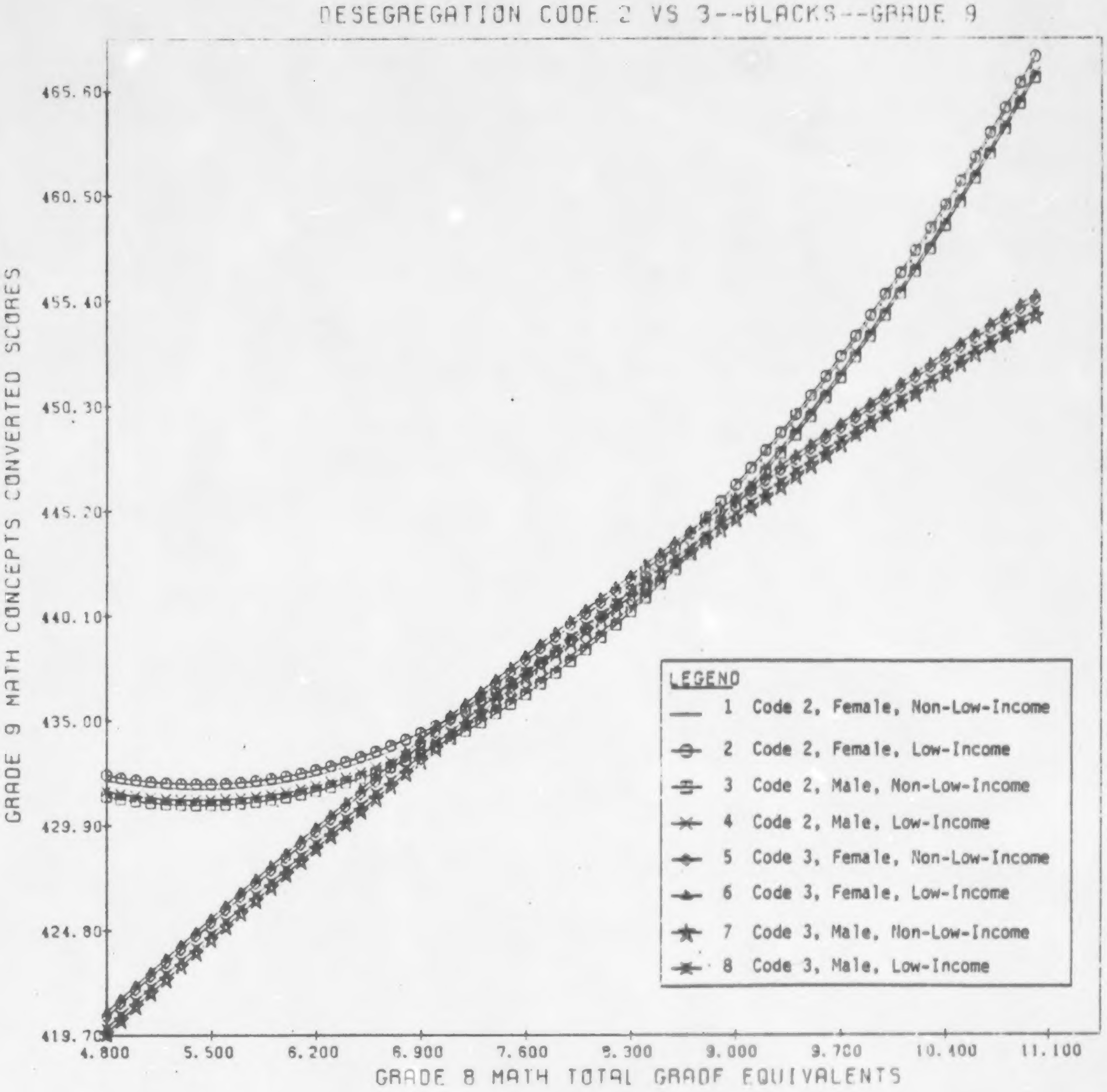
Model 1 vs Model 2: $df_1 = 8-6=2$; $df_2 = N-8$
Model 2 vs Model 3: $df_1 = 6-5=1$; $df_2 = N-6$

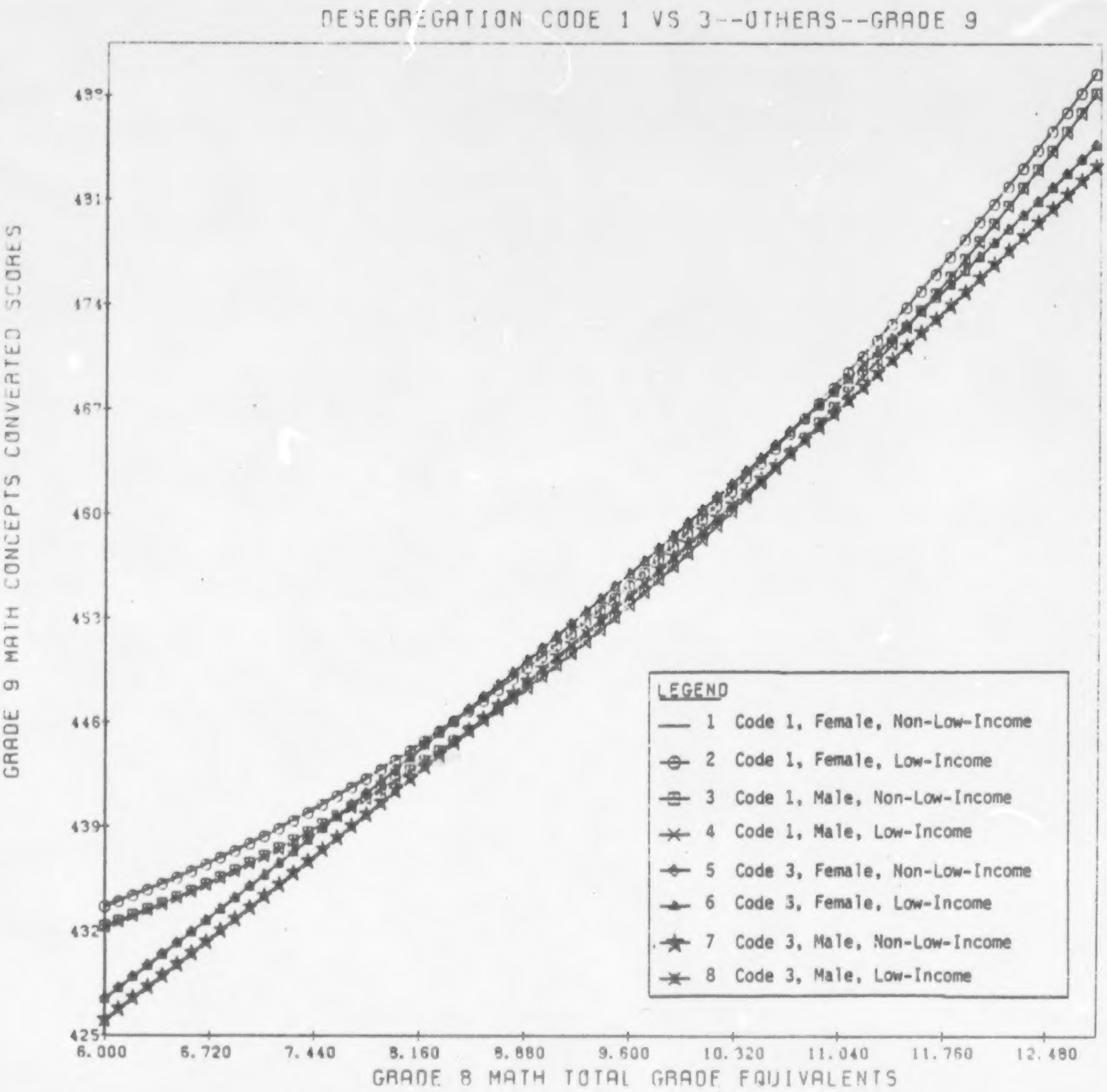
81.73

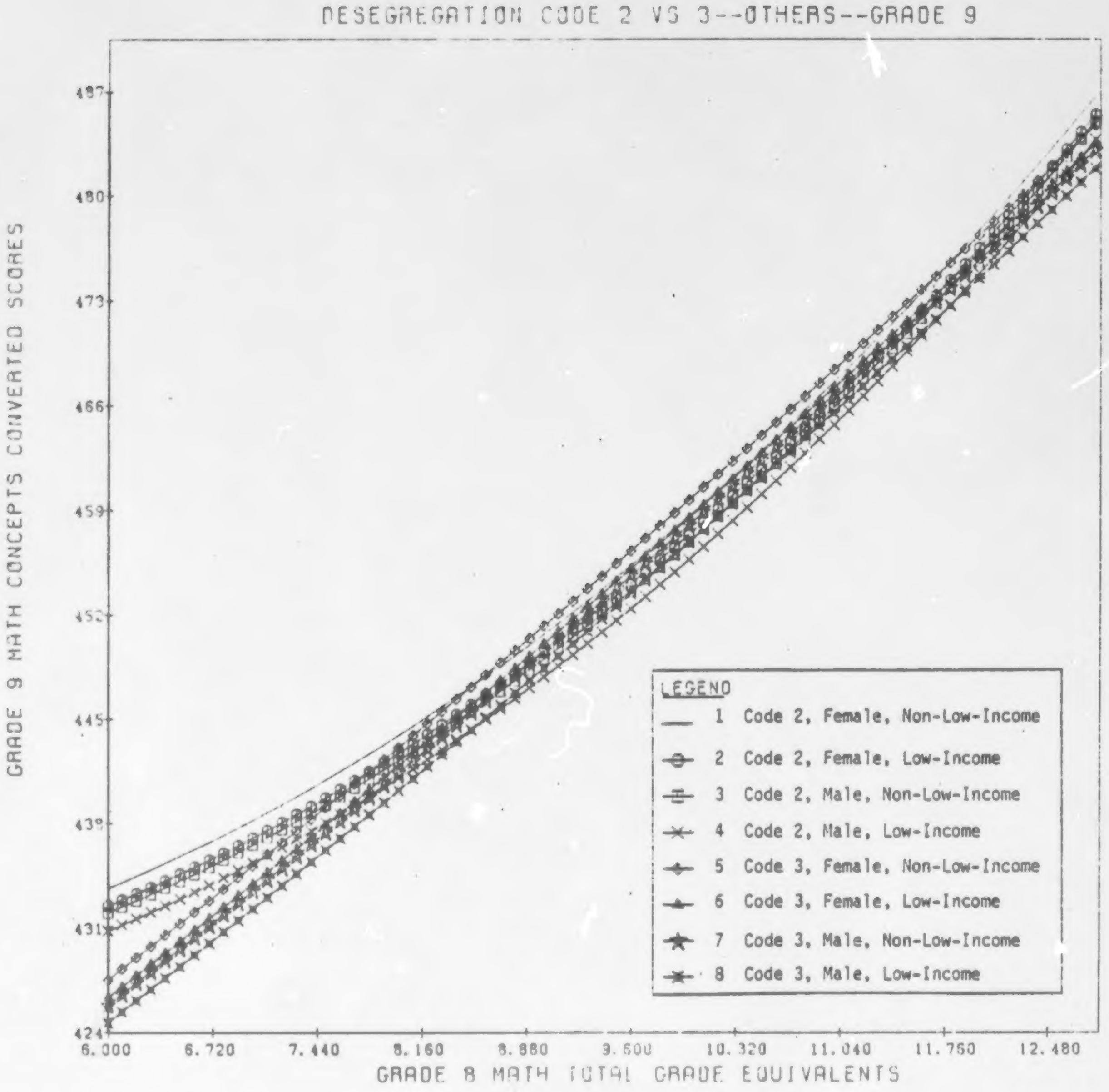
Attachment B-2
(Page 1 of 10)

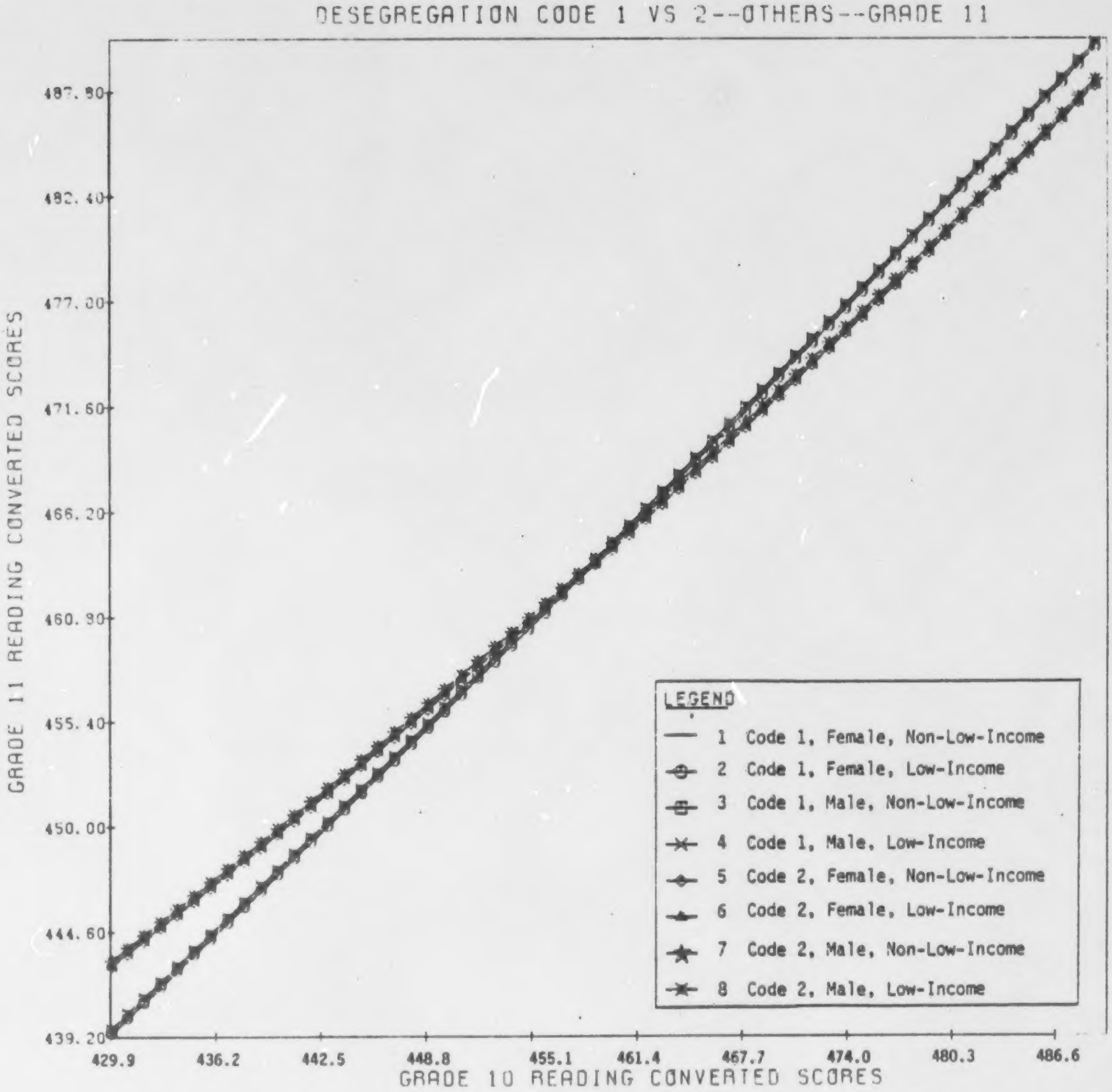


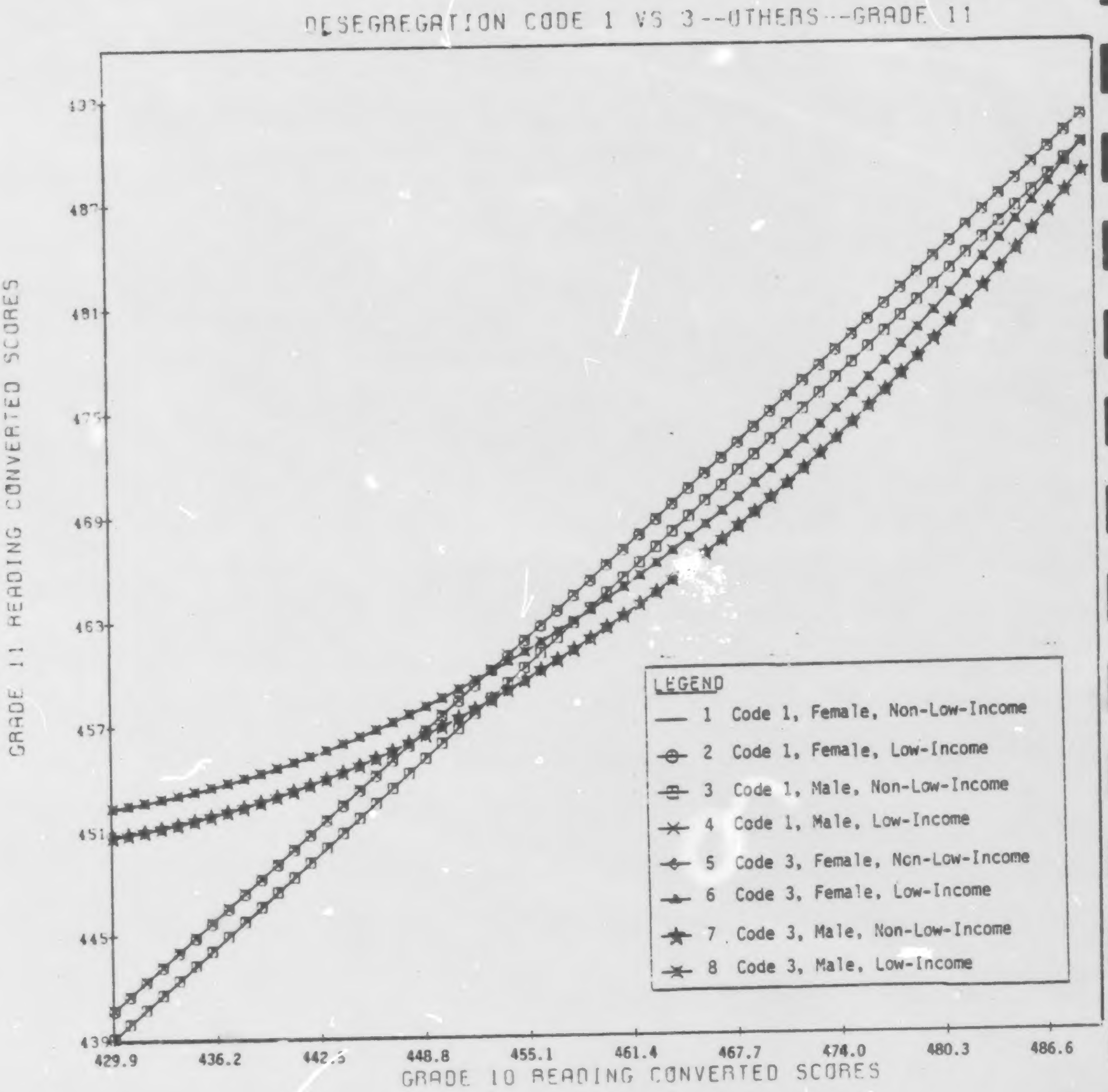

DESEGREGATION CODE 1 VS 3--BLACKS--GRADE 9
GRADE 9 MATH CONCEPTS CONVERTED SCORES
466.00
460.90
455.80
450.70
445.60
440.50
435.40
430.30
425.20
420.10
4.800
5.500
6.200
6.900
7.600
8.300
9.000
9.700
10.400
11.100
GRADE 8 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income


DESEGREGATION CODE 2 VS 3--BLACKS--GRADE 9
GRADE 9 MATH CONCEPTS CONVERTED SCORES
465.60
460.50
455.40
450.30
445.20
440.10
435.00
429.90
424.80
419.70
4.800
5.500
6.200
6.900
7.600
8.300
9.000
9.700
10.400
11.100
GRADE 8 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

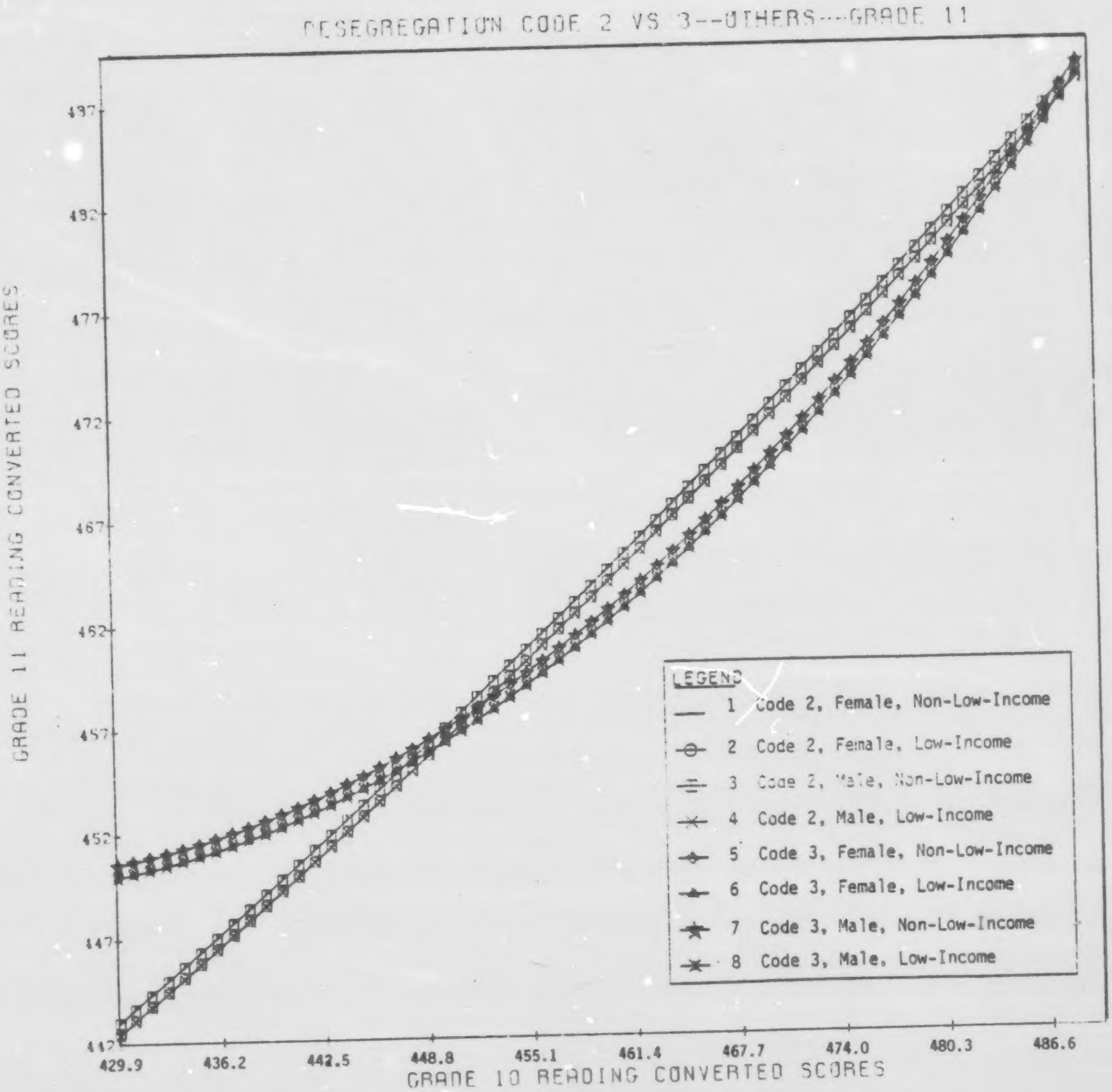

DESEGREGATION CODE 1 VS 3--OTHERS--GRADE 9
GRADE 9 MATH CONCEPTS CONVERTED SCORES
488
481
474
467
460
453
446
439
432
425
6.000
6.720
7.440
8.160
8.880
9.600
10.320
11.040
11.760
12.480
GRADE 8 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

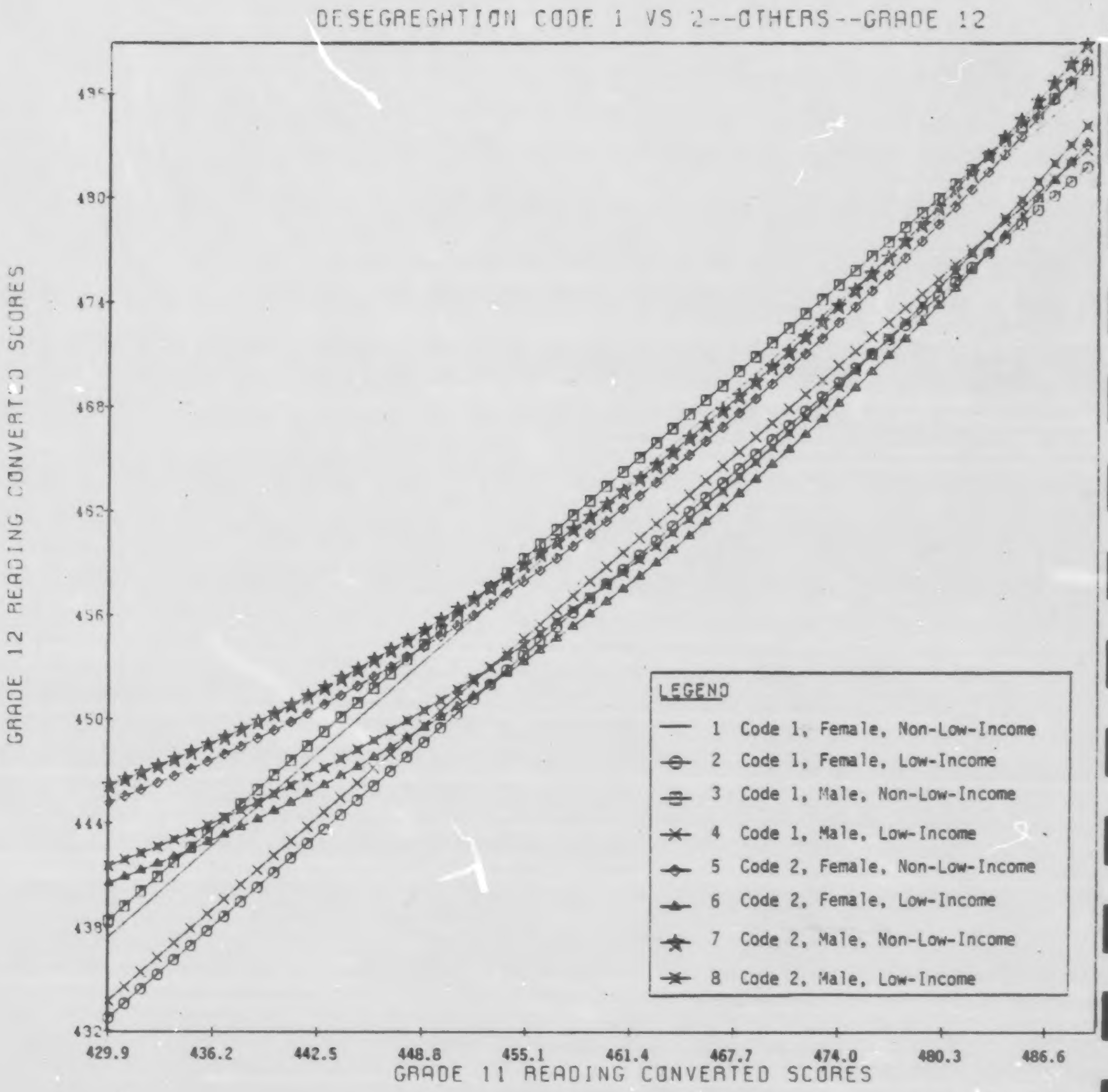

DESEGREGATION CODE 2 VS 3--OTHERS--GRADE 9
GRADE 9 MATH CONCEPTS CONVERTED SCORES
487
480
473
466
459
452
445
438
431
424
6.000
6.720
7.440
8.160
8.880
9.600
10.320
11.040
11.760
12.480
GRADE 8 MATH TOTAL GRADE EQUIVALENTS
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

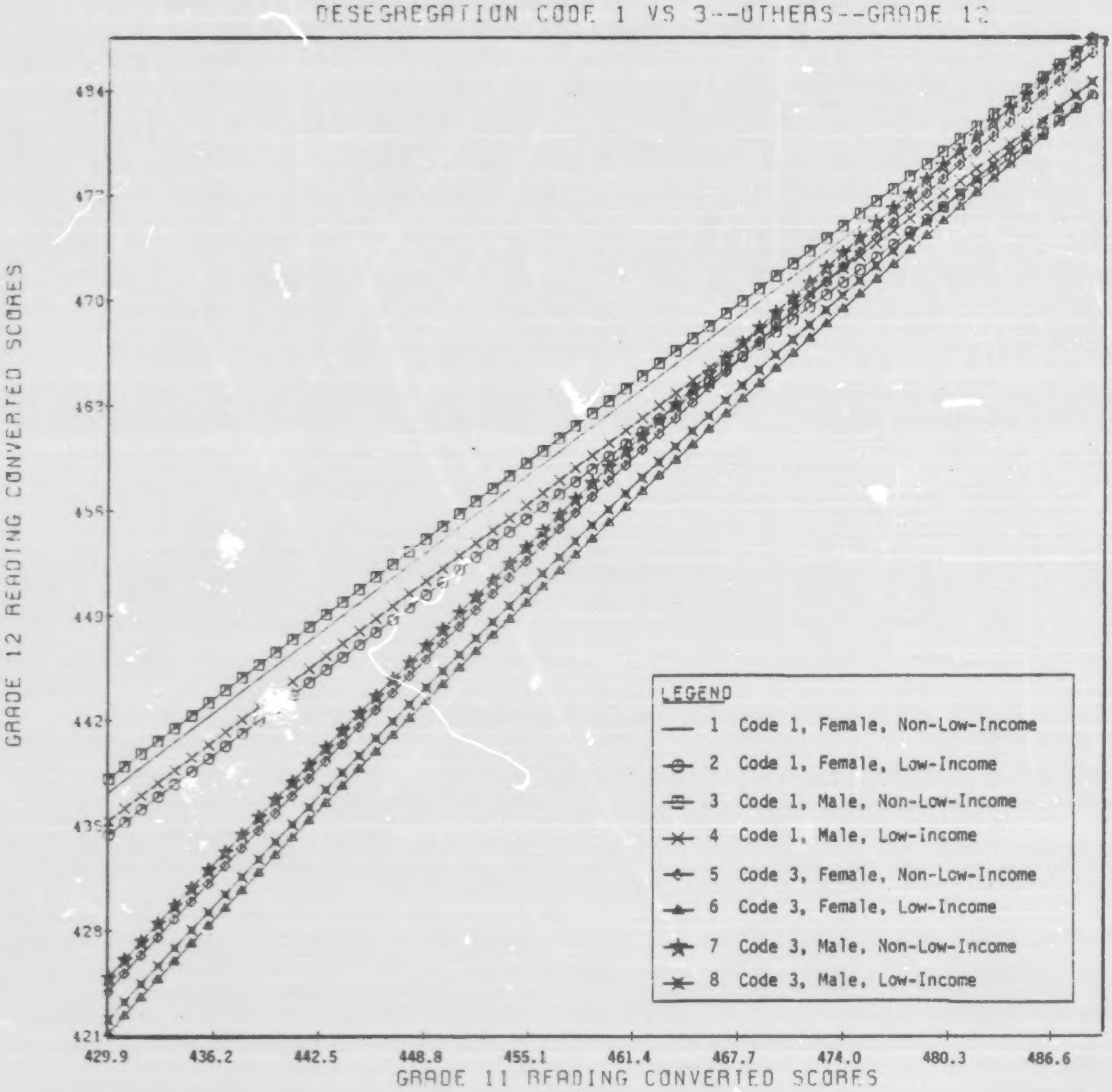

DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 11
GRADE 11 READING CONVERTED SCORES
487.80
482.40
477.00
471.60
466.20
460.80
455.40
450.00
444.60
439.20
429.9
436.2
442.5
448.8
455.1
461.4
467.7
474.0
480.3
486.6
GRADE 10 READING CONVERTED SCORES
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 2, Female, Non-Low-Income
6 Code 2, Female, Low-Income
7 Code 2, Male, Non-Low-Income
8 Code 2, Male, Low-Income


DESEGREGATION CODE 1 VS 3--OTHERS--GRADE 11
GRADE 11 READING CONVERTED SCORES
493
487
481
475
469
463
457
451
445
439
429.9
436.2
442.5
448.8
455.1
461.4
467.7
474.0
480.3
486.6
GRADE 10 READING CONVERTED SCORES
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

83


DESEGREGATION CODE 2 VS 3--OTHERS--GRADE 11
GRADE 11 READING CONVERTED SCORES
487
482
477
472
467
462
457
452
447
442
429.9
436.2
442.5
448.8
455.1
461.4
467.7
474.0
480.3
486.6
GRADE 10 READING CONVERTED SCORES
LEGEND
1 Code 2, Female, Non-Low-Income
2 Code 2, Female, Low-Income
3 Code 2, Male, Non-Low-Income
4 Code 2, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income


DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 12
GRADE 12 READING CONVERTED SCORES
486
480
474
468
462
456
450
444
438
432
429.9
436.2
442.5
448.8
455.1
461.4
467.7
474.0
480.3
486.6
GRADE 11 READING CONVERTED SCORES
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 2, Female, Non-Low-Income
6 Code 2, Female, Low-Income
7 Code 2, Male, Non-Low-Income
8 Code 2, Male, Low-Income


DESEGREGATION CODE 1 VS 3--OTHERS--GRADE 12
GRADE 12 READING CONVERTED SCORES
484
477
470
463
456
449
442
435
428
421
429.9
436.2
442.5
448.8
455.1
461.4
467.7
474.0
480.3
486.6
GRADE 11 READING CONVERTED SCORES
LEGEND
1 Code 1, Female, Non-Low-Income
2 Code 1, Female, Low-Income
3 Code 1, Male, Non-Low-Income
4 Code 1, Male, Low-Income
5 Code 3, Female, Non-Low-Income
6 Code 3, Female, Low-Income
7 Code 3, Male, Non-Low-Income
8 Code 3, Male, Low-Income

LINEAR MODELS USED TO COMPARE STUDENTS TAKING REQUIRED SOCIAL STUDIES COURSES WITH THOSE NOT TAKING ANY SOCIAL STUDIES

Variables

POST = 1981 Social Studies converted score.
PRE = 1980 Social Studies converted score.*
PRE1 = PRE if a member of group 1; 0, otherwise.
PRE2 = PRE if a member of group 2; 0, otherwise.
PRE^2 = PRE squared.
$PRE1^2$ = PRE1 squared.
$PRE2^2$ = PRE2 squared.
G = 1 if a member of group 1 (not taking social studies); 0, otherwise (taking social studies).

Models

Model 1: $POST = U + PRE1 + PRE2 + PRE1^2 + PRE2^2 + G$

Model 2: $POST = U + PRE + PRE^2 + G$

Model 3: $POST = U + PRE + G$

---

* Spring 1980 Social Studies scores were not available for 9th graders. ITBS Reading Total grade equivalents were substituted.

LINEAR MODELS USED TO EVALUATE COACH EFFECT FOR STUDENTS TAKING TWO COURSES

Variables

POST = 1981 Social Studies converted score.
PRE = 1980 Social Studies converted score.*
PRE1 = PRE if a member of group 1; 0, otherwise.
PRE2 = PRE if a member of group 2; 0, otherwise.
PRE3 = PRE is a member of group 3; 0, otherwise.
PRE^2 = PRE squared.
$PRE1^2$ = PRE1 squared.
$PRE2^2$ = PRE2 squared.
$PRE3^2$ = PRE3 squared.
G1 = 1 if student took both courses from a teacher; 0, otherwise.
G2 = 1 if student took both courses from a coach; 0, otherwise.
G3 = 1 if student took one course each from a teacher and a coach.

Models

Model 1: $POST = U + PRE1 + PRE2 + PRE3 + PRE1^2 + PRE2^2 + PRE3^2 + G1 + G2$

Model 2: $POST = U + PRE + PRE^2 + G1 + G2$

Model 3: $POST = U + PRE + PRE^2$

---

*Spring 1980 Social Studies scores were not available for 9th grades. ITBS Reading Total grade equivalents were substituted.

ESAA/District Priorities--Systemwide Desegregation

Appendix C

TEACHER SURVEY

81.73

Instrument Description: Questions for Teachers

Brief description of the instrument:

A computer-generated questionnaire, with a unique assortment of from 9 to 14 questions per teacher from an item pool of 63 items. There were specific items for some programs and the remaining questions were randomly assigned.

To whom was the instrument administered?

All Migrant Program and Rainbow Kit Program teachers, all teachers at Crockett High School and Martin Junior High, and a 50% random sample of all other teachers in the District. Teachers who had previously been sent a Retention Survey were excluded from the sample.

How many times was the instrument administered?

Once, with one reminder notice.

When was the instrument administered?

Initial mailing was March 2, 1982, with a reminder sent on March 23, 1982. The closing date for data processing was April 9, 1982.

Where was the instrument administered?

To the teachers in their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some items are comparable to items from previous surveys.

TEACHER SURVEY

Purpose

The teacher survey, Questions for Teachers, was conducted in spring 1982. It was designed to continue some data collected by previous staff surveys, to add new questions to our longitudinal data base, and to gather data required for several evaluations. An effort was made to avoid sending a number of surveys to teachers, so questions needed for the Migrant, Rainbow Kit, Drugs off Campus, Title VII, Local/State Bilingual, and ESAA/Desegregation Evaluations were included as well as those for District Priorities Evaluation. Questions were also included from the Superintendent's and Personnel Offices and the Forming the Future Project.

The survey was designed to contribute information for the following decision and evaluation questions from the ESAA/District Priorities Systemwide Desegregation Evaluation Design:

> Decision Question D1: Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation?
>
> > Evaluation Question D1-5: Have there been changes in teacher attitudes and practices during the second year of desegregation?

Procedure

The sample of teachers to receive the form was taken from the Employee Master Record File in the following steps:

1. Include all teachers with location codes for Crockett High School and Martin Junior High School (participating in the Drugs Off Campus Program).
2. Include all teachers listed as participating in Title I Migrant and Rainbow Kit Programs.
3. Exclude elementary teachers who have already received Retention Surveys.
4. Exclude nine Migrant prekindergarten teachers who were to be interviewed.
5. From the remaining teachers randomly select 50% to include in the sample.

The total sample was 1582 teachers. Three of these were found to have left the district, leaving a sample of 1579.

Multiple unique forms of "Questions for Teachers" were generated on the District's IBM computer. The total item pool consisted of 63 items (Attachment C-1). Teachers were given between 9 and 14 items. Items 1-33 were randomly assigned to any teachers, with the specification that 31 and 32 be assigned together and only one or two of 25-30 (open response items) be assigned on one form. Item 49 was assigned only to teachers in high impact elementary schools, and items 50 and 51 were assigned to teachers in any high impact school. A list of high impact schools can be found in Attachment C-2. A third of the teachers in the sample were assigned two of items 49-51.

Details on the procedure used to distribute and collect the surveys can be found in Appendix H of the Systemwide Evaluation Technical Report (ORE Publication Number 81.24).

Results

Results for items which were included in the survey to supply data for specific ORE evaluations are included in the final technical reports for those evaluations. Figure C-1 shows which items are included in other reports.

Responses of the total group to all items can be found in Appendix H of the Systemwide Evalution Technical Report (ORE Publication Number 81.24).

The teachers surveyed were asked two questions concerning the adjustment to desegregation. Figure C-2 shows teacher responses to these questions. Over two-thirds (67%) of the total group of teachers agreed that students are as well or better adjusted to desegregation this year (1981-82). Secondary teachers were more positive than elementary teachers, with 73% responding "agree" or "strongly agree," compared with 58% of the elementary teachers. More than half (60%) of the teachers surveyed agreed that desegregation problems were being handled as well or better this year than last year. Approximately equal percentages of elementary teachers (60%) and secondary teachers (60%) responded with "agree" or "strongly agree."

The teachers surveyed were asked how much time and energy they were able to devote to teaching in 1981-82, compared to 1980-81. Figure C-3 shows the responses to this question. Seventy percent of all teachers reported that they were able to devote the same amount of time or more to teaching this year. A greater percentage of elementary teachers (27%) than secondary teachers (18%) indicated that they were able to spend "more" or "much more" time teaching.

Figure C-4 shows teacher responses to two items concerning services provided by the ESAA staff support team. Over half (60%) of all teachers surveyed responded "no" on whether the ESAA staff support team provided services to their schools. Over three-fourths (78%) of the teachers responded "no" on whether the ESAA staff support team provided services to them as an individual.

An open-ended question dealing with problems related to desegregation was included in the survey. The responses are listed in Attachment C-3. Responses were separated for elementary and secondary teachers.

Teachers were asked if they were doing different things in instruction or to improve interethnic relations than they did last year (1980-81, the first year of desegregation). The responses to items 26 and 27 are reported in Figure C-5. Over half (58%) of the teachers reported that they were doing different things in instruction, while about half (49%) reported doing different things to improve interethnic relations. Teachers were asked to list examples of things being done (see Attachment C-4 and C-5).

Teachers were asked about what they wanted to do next year (1982-83) and were given eleven options from which to choose (assuming all are available with no change in salary). If they chose not to stay in the same school with the same assignment, they were asked if desegregation was a factor in their decision. Figures C-6 and C-7 show teacher responses to these questions.

Over three-fourths (76%) of the teachers surveyed said they would choose to continue teaching, with 57% choosing to stay in the same school with the same assignment.

When asked how much desegregation had to do with it, 85% indicated that it was not a factor in their decision. The results were the same for both elementary and secondary teachers.

It is interesting to note that 20% reported that they would leave the District. This result is very close to the 17.2% who did leave the District in 1981 (see Faculty/Staff Recruitment Plan Report, publication number 81.47). The secondary teachers appeared to evidence more job dissatisfaction than elementary teachers in most categories.

Three questions included in the survey dealt with activities funded by ESAA. Figure C-8 shows the responses to these questions. The first question concerned the ESAA outdoor learning activities program, which involved only elementary teachers. The majority (68%) of the teachers surveyed indicated they had not participated. Of those who did participate in the program, 86% felt it was "valuable" or "very valuable."

The final two questions in this group dealt with the learning resources center. Again, the majority of the teachers indicated had not participated in the training for teachers (89%) nor the training for faculties (67%). While about 75% of the participants in release-time training found it to be "valuable or "very valuable," the percentage of participants in faculty group training who responded the same way was only about 50%.

ITEMS	PROJECT	PUBLICATION NUMBERS
60-63	Drugs off Campus Program, 1981-82	81.54
34-45	ESEA Title I Migrant, 1981-82	81.26
52-57	1981-82 Local/State Bilingual Program	81.44
33	Title VII Bilingual Preschool, 1981-82	81.72
1-9 11-18 20,22 29-32 46-48 58-59	Systemwide Evaluation, 1981-82	81.24

Figure C-1. ITEMS ON THE TEACHER SURVEY WHICH ARE REPORTED IN OTHER FINAL TECHNICAL REPORTS.

ITEM	GROUP	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
10. Students are as well or better adjusted to desegregation this year than they were last year.	Total (n=287)	14%	53%	14%	3%	2%	14%
	Elementary (n=107)	9%	49%	19%	4%	3%	17%
	Secondary (n=180)	17%	56%	11%	3%	2%	12%
19. Desegregation problems at my school are being handled as well or better this year than last year (the first year of desegregation).	Total (n=261)	18%	42%	23%	1%	1%	15%
	Elementary (n=97)	19%	41%	24%	2%	1%	13%
	Secondary (n=164)	17%	43%	22%	1%	1%	15%

Figure C-2. TEACHER RESPONSES TO ITEMS CONCERNING ADJUSTMENT TO DESEGREGATION.

ITEM	GROUP	MUCH LESS	LESS	SOME	MORE	MUCH MORE
21. How much time and energy do conditions in your school allow you to devote to teaching this year, compared to last year?	Total (n=259)	7%	23%	49%	17%	4%
	Elementary (n=91)	11%	20%	43%	19%	8%
	Secondary (n=168)	5%	25%	52%	16%	2%

Figure C-3. TEACHER RESPONSES ON TIME SPENT TEACHING.

ITEM	GROUP	YES	NO
23. Has the ESAA staff support team provided services in the area of stress management and human relations training to your school?	Total (n=237)	40%	60%
	Elementary (n=96)	38%	62%
	Secondary (n=141)	41%	59%
24. Has the ESAA staff support team provided services in the area of stress management and human relations training to you as an individual?	Total (n=253)	22%	78%
	Elementary (n=100)	28%	72%
	Secondary (n=153)	19%	81%

Figure C-4. TEACHER RESPONSES TO ESAA STAFF SUPPORT TEAM ITEMS.

ITEM	GROUP	YES, VERY MANY	YES, SOME	YES, VERY FEW	NO
26. Are you now doing different things in instruction than you did last year (the first year of desegregation)?	Total (n=331)	9%	38%	11%	43%
	Elementary (n=159)	12%	37%	12%	39%
	Secondary (n=172)	6%	38%	9%	46%
27. Are you now doing different things to improve interethnic relations than you did last year (the first year of desegregation)?	Total (n=305)	5%	24%	10%	61%
	Elementary (n=127)	7%	30%	10%	53%
	Secondary (n=178)	3%	20%	11%	67%

Figure C-5. TEACHER RESPONSES TO ITEMS DEALING WITH INSTRUCTION AND INTERETHNIC RELATIONS IN THE SECOND YEAR OF DESEGREGATION.

ITEM	ELEMENTARY (n=108)	SECONDARY (n=167)	TOTAL (n=275)
31. If you had to choose right now what you wanted to do next year, which option listed below would you choose? Assume all are available with no change in salary.			
Stay in this school and this assignment.	62%	53%	57%
Stay in this school with a different teaching assignment.	4%	12%	9%
Transfer to another school in AISD (teaching).	6%	3%	4%
Move into an AISD campus administration job.	3%	4%	3%
Move into an AISD central administration job.	4%	5%	4%
Work in a support role (e.g. visiting teacher).	5%	1%	3%
Teach in another district.	1%	2%	2%
Move to another district as an administrator.	0%	1%	0%
Teach in a private school.	1%	2%	2%
Take a year off from teaching.	9%	6%	7%
Get a job outside of education.	6%	11%	9%

Figure C-6. TEACHER RESPONSES ON JOB OPTIONS.

81.73

ITEM	GROUP	A LARGE FACTOR	A SLIGHT FACTOR	NO FACTOR
32. If you would not choose to stay in this school and this assignment next year, would desegregation be a factor in your decision?	Total (n=239)	8%	7%	85%
	Elementary (n=148)	8%	7%	85%
	Secondary (n=91)	8%	7%	85%

Figure C-7. TEACHER RESPONSES ON DESEGREGATION FACTOR.

101

81.73

ITEM	GROUP	VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
49. How valuable has your participation in the ESAA outdoor learning activities been this year?	Total (n=179)	12%	15%	5%	0%	68%
	Elementary (n=)	12%	15%	5%	0%	68%
	Secondary (n=0)	0%	0%	0%	0%	0%
50. The learning resources center provides training for teachers during the regular school day while substitutes take their classes. How helpful was the training you received under this release time arrangement?	Total (n=505)	3%	5%	2%	1%	89%
	Elementary (n=259)	2%	8%	2%	1%	87%
	Secondary (n=246)	3%	3%	1%	1%	92%
51. The learning resources center provides training for faculties of schools most affected by desegregation. How helpful was the training you received from the resource center?	Total (n=453)	3%	12%	13%	5%	67%
	Elementary (n=199)	6%	13%	14%	4%	63%
	Secondary (n=254)	1%	11%	12%	6%	70%

Figure C-8. TEACHER RESPONSES ON ITEMS CONCERNING ESAA OUTDOOR LEARNING ACTIVITIES AND THE LEARNING RESOURCES CENTER.

Attachment C-1

ITEM POOL FOR "QUESTIONS FOR TEACHERS" SURVEY

(Page 1 of 9)

2
QUESTIONS FOR TEACHERS

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

THIS YEAR WE ARE USING A NEW PROCEDURE SO WE CAN INCLUDE MORE QUESTIONS (63) AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. WE ARE COMPUTER GENERATING AN UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. EACH FORM WILL CONTAIN LESS THAN 15 QUESTIONS. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL - THEY REPRESENT THE TOTAL ITEM POOL OF 63 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL
TO: OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG, BOX 79
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = DON'T KNOW

1.	THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.	5	4	3	2	1	0
2.	THERE IS ADEQUATE COORDINATION AMONG SPECIAL EDUCATION, BILINGUAL EDUCATION, AND "REGULAR" EDUCATION.	5	4	3	2	1	0
3.	THE DISTRICT'S EMPHASIS ON THE IMPROVED ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC STATUS AND MINORITY STUDENTS HAS BEEN EFFECTIVE IN INCREASING THE PERFORMANCE LEVEL OF THESE STUDENTS.	5	4	3	2	1	0
4.	DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.	5	4	3	2	1	0
5.	THE REPORTS WHICH TEACHERS RECEIVE ON THE RESULTS OF THE DISTRICTWIDE ACHIEVEMENT TEST (THE ITBS OR STEP) ARE HELPFUL TO ME IN PLANNING INSTRUCTION FOR STUDENTS.	5	4	3	2	1	0
6.	THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM HAS HELPED ME IMPROVE MY PROFESSIONAL JOB PERFORMANCE.	5	4	3	2	1	0
7.	ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1981-82 JOB SITUATION.	5	4	3	2	1	0
8.	THE DISTRICT'S EMPHASIS ON ATTENDANCE HAS HELPED IMPROVE ACHIEVEMENT IN THE BASIC SKILLS.	5	4	3	2	1	0

9.	THE OFFICE OF STAFF PERSONNEL IS EFFECTIVE IN CARRYING OUT ITS ASSIGNED DUTIES.	5	4	3	2	1	0
10.	STUDENTS ARE AS WELL OR BETTER ADJUSTED TO DESEGREGATION THIS YEAR THAN THEY WERE LAST YEAR.	5	4	3	2	1	0
11.	THE MESSENGER IS EFFECTIVE IN COMMUNICATING AISD ACTIVITIES TO DISTRICT EMPLOYEES AND THE COMMUNITY.	5	4	3	2	1	0
12.	THE MESSENGER SHOULD BE CONTINUED.	5	4	3	2	1	0
13.	INFORMATION SUBMITTED FOR PUBLICATION IN THE MESSENGER IS GIVEN APPROPRIATE CONSIDERATION.	5	4	3	2	1	0
14.	THE MESSENGER'S ARTICLE FORMATS ARE APPEALING.	5	4	3	2	1	0
15.	STUDENTS ARE RECEIVING ADEQUATE DRUG EDUCATION.	5	4	3	2	1	0
16.	I BELIEVE THERE IS ADEQUATE TEACHER INPUT TO PRINCIPAL EVALUATION.	5	4	3	2	1	0
17.	I KNOW ENOUGH ABOUT THE FORMING THE FUTURE PROJECT.	5	4	3	2	1	0
18.	THE FORMING THE FUTURE PROJECT IS A GOOD WAY TO INFORM THE PUBLIC ABOUT DISTRICT GOALS, NEEDS, AND ACHIEVEMENTS.	5	4	3	2	1	0
19.	DESEGREGATION PROBLEMS AT MY SCHOOL ARE BEING HANDLED AS WELL OR BETTER THIS YEAR THAN LAST YEAR (THE FIRST YEAR OF DESEGREGATION.)	5	4	3	2	1	0
44.	A) THE MATH RAINBOW KIT ACTIVITIES HAVE BEEN EASY TO DISTRIBUTE.	5	4	3	2	1	0
	B) THE MATCH BETWEEN THE MATH RAINBOW KIT ACTIVITIES AND CLASSROOM INSTRUCTIONAL ACTIVITIES HAS BEEN GOOD.	5	4	3	2	1	0
	C) THE RESPONSE OF PARENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
	D) THE RESPONSE OF STUDENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
46.	THE NEW RETENTION/PROMOTION POLICY IS MORE HELPFUL TO TEACHERS IN MAKING RETENTION RECOMMENDATIONS THAN THE OLD POLICY.	5	4	3	2	1	0
47.	TEACHERS ARE ADEQUATELY PREPARED TO FOSTER LEARNING IN STUDENTS WHO HAVE BEEN RETAINED IN A GRADE.	5	4	3	2	1	0
48.	RETENTION OF STUDENTS WITH SERIOUS ACHIEVEMENT DEFICIENCIES IS BENEFICIAL.	5	4	3	2	1	0

___0

58. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS.	5	4	3	2	1	0
60. THE ACTIVITIES OF THE DRUGS OFF CAMPUS (DOC) PROGRAM HINDERED IMPORTANT ONGOING EDUCATIONAL ACTIVITIES.	5	4	3	2	1	0
61. I HAVE RECEIVED ADEQUATE INFORMATION ABOUT THE DOC PROGRAM.	5	4	3	2	1	0
62. MY STUDENTS HAVE REACTED WELL TO THE DOC PROGRAM.	5	4	3	2	1	0
63. THE RIGHTS AND FEELINGS OF STUDENTS ARE BEING GIVEN ADEQUATE CONSIDERATION BY THOSE INVOLVED IN THE DOC PROGRAM.	5	4	3	2	1	0

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20. COMPARED WITH PREVIOUS YEARS, THE INFORMATION PROVIDED ME BY THE OFFICE OF RESEARCH AND EVALUATION THIS YEAR HAS BEEN:

MUCH LESS HELPFUL	LESS HELPFUL	ABOUT EQUALLY HELPFUL	MORE HELPFUL	MUCH MORE HELPFUL
1	2	3	4	5

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21. HOW MUCH TIME AND ENERGY DO CONDITIONS IN YOUR SCHOOL ALLOW YOU TO DEVOTE TO TEACHING THIS YEAR, COMPARED TO LAST YEAR?

MUCH LESS	LESS	SAME	MORE	MUCH MORE
1	2	3	4	5

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22. ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?

VERY INADEQUATE	INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
1	2	3	4	5

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23. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SHCOOL?

YES NO

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24. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOU AS AN INDIVIDUAL?

YES NO

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25. IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

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26. ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES, VERY MANY   YES, SOME   YES, VERY FEW   NO   EXAMPLES:

__0

27. ARE YOU NOW DOING DIFFERENT THINGS TO IMPROVE INTERETHNIC RELATIONS THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES, VERY MANY   YES, SOME   YES, VERY FEW   NO   EXAMPLES:

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28. WHAT IS YOUR LARGEST REMAINING PROBLEM RELATED TO DESEGREGATION?

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29. THE MOST IMPORTANT THING THAT THE OFFICE OF STAFF PERSONNEL COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

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30. THE MOST IMPORTANT THING THAT THE OFFICE OF RESEARCH AND EVALUATION COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

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31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

1. _____ STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. _____ STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. _____ TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. _____ MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. _____ MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. _____ WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. _____ TEACH IN ANOTHER DISTRICT
8. _____ MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. _____ TEACH IN A PRIVATE SCHOOL
10. _____ TAKE A YEAR OFF FROM TEACHING
11. _____ GET A JOB OUTSIDE OF EDUCATION

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32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

1. _____ A LARGE FACTOR
2. _____ A SLIGHT FACTOR
3. _____ NO FACTOR

---

31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

1. _____ STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. _____ STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. _____ TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. _____ MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. _____ MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. _____ WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. _____ TEACH IN ANOTHER DISTRICT
8. _____ MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. _____ TEACH IN A PRIVATE SCHOOL
10. _____ TAKE A YEAR OFF FROM TEACHING
11. _____ GET A JOB OUTSIDE OF EDUCATION

____9

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

1. ______ A LARGE FACTOR
2. ______ A SLIGHT FACTOR
3. ______ NO FACTOR

33. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. IN WHAT FORMAT DO YOU PREFER INSERVICE TRAINING?

LECTURES	SMALL GROUP DISCUSSIONS	WORKSHOPS	"HANDS ON" SIMULATION	OTHER
				____________

C. AT THE LEFT OF THE LIST BELOW, RANK THE IMPORTANCE (1= MOST IMPORTANT, 2= NEXT MOST IMPORTANT, ETC.) TO YOU OF EACH TRAINING AREA. THEN, TO THE RIGHT OF THE LIST, CIRCLE THE NUMBER THAT REFLECTS THE LEVEL OF YOUR INTEREST IN RECEIVING TRAINING.

RANK		GREAT INTEREST	SOME INTEREST	LITTLE INTEREST	NO INTEREST
____	1. CLASSROOM MANAGEMENT WITH HETEROGENEOUS GROUPS.	4	3	2	1
____	2. FEDERAL, STATE, AND LOCAL RULES AND REGULATIONS ON BILINGUAL EDUCATION	4	3	2	1
____	3. TEACHING ETHNIC AWARENESS	4	3	2	1
____	4. PARENT INVOLVEMENT	4	3	2	1
____	5. LANGUAGE OF INSTRUCTION FOR VARIOUS PROFICIENCY LEVELS	4	3	2	1
____	6. DESIGNING "AT-HOME" INSTRUCTIONAL ACTIVITIES FOR PARENTS	4	3	2	1
____	7. ENGLISH-AS-A-SECOND-LANGUAGE TEACHING TECHNIQUES	4	3	2	1
____	8. PROCEDURES FOR LEP IDENTIFICATION AND EXIT	4	3	2	1
____	9. TEACHING TECHNIQUES TO USE WITH RETAINEES	4	3	2	1
____	10. TEACHING TECHNIQUES TO USE WITH LOW ACHIEVERS	4	3	2	1

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = NOT APPLICABLE

		COMMENTS:
34. THE LENGTH OF INSTRUCTIONAL TIME PROVIDED TO THE MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS BEEN AS MUCH AS WAS NEEDED.	5 4 3 2 1 0	

___0

35.	THE PROCESS USED FOR SCHEDULING MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS WORKED WELL.	5	4	3	2	1	0
36.	THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
37.	THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
38.	THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS.	5	4	3	2	1	0
39.	THE OPERATION OF MY SCHOOL'S PARENT ADVISORY COUNCIL THIS SCHOOL YEAR HAS BEEN EFFECTIVE.	5	4	3	2	1	0
40.	THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
41.	THE BENEFITS I HAVE RECEIVED FROM THE MSRTS (INCLUDING SIS) THIS SCHOOL YEAR WERE WORTH THE EFFORTS I PUT INTO IT.	5	4	3	2	1	0

42. FOR EACH GRADE TO WHICH YOU GAVE THE MATH RAINBOW KIT ACTIVITIES, PLEASE INDICATE THE DIFFICULTY LEVEL OF THE ACTIVITIES FOR THE AVERAGE TITLE I/MIGRANT STUDENT. USE THE SCALE BELOW FOR YOUR RATINGS.

5 = TOO HARD　4 = HARD　3 = JUST RIGHT　2 = EASY　1 = TOO EASY

GRADE	DIFFICULTY LEVEL	COMMENTS:
K	______	
1	______	
2	______	
3	______	
4	______	
5	______	
6	______	

43. AT WHAT RATE DID YOU GIVE OUT THE MATH RAINBOW KIT ACTIVITIES? PLEASE CIRCLE THE RESPONSE MOST REPRESENTATIVE OF YOUR FREQUENCY OF USE. IF YOU GAVE OUT RAINBOW KIT ACTIVITIES AT MORE THAN ONE GRADE LEVEL, PLEASE INDICATE SEPARATELY THE FREQUENCY FOR EACH GRADE, AND WRITE THE GRADE(S) BELOW THE FREQUENCY.

MORE THAN TWO ACTIVITIES PER WEEK	TWO ACTIVITIES PER WEEK	ONE ACTIVITY PER WEEK	ONE ACTIVITY EVERY TWO WEEKS	OTHER(PLEASE SPECIFY)____
______	______	______	______	__________ ______

110

___0

45. PLEASE USE THE SPACE BELOW TO MAKE ANY ADDITIONAL COMMENTS YOU HAVE ABOUT THE MATH RAINBOW KIT, ITS USEFULNESS, SUGGESTIONS FOR CHANGES/IMPROVEMENTS, ETC.

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49. HOW VALUABLE HAS YOUR STUDENTS' PARTICIPATION IN THE ESAA OUTDOOR LEARNING ACTIVITIES BEEN THIS YEAR?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

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50. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR TEACHERS DURING THE REGULAR SCHOOL DAY WHILE SUBSTITUTES TAKE THEIR CLASSES. HOW HELPFUL WAS THE TRAINING YOU RECEIVED UNDER THIS RELEASE-TIME ARRANGEMENT?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

---

51. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR FACULTIES OF SCHOOLS MOST AFFECTED BY DESEGREGATION. HOW HELPFUL WAS THE TRAINING YOU RECEIVED FROM THE RESOURCE CENTER?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

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52. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. DO YOU TEACH LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN YOUR CLASSES? YES NO

C. HOW MANY LEP STUDENTS DO YOU TEACH IN YOUR CLASSES? ______

---

53. IF YOU TEACH LEP STUDENTS, HOW DIFFICULT IS IT TO MEET THEIR SPECIAL LANGUAGE NEEDS?

EASY SOMEWHAT DIFFICULT DIFFICULT IMPOSSIBLE

---

54. IF MEETING THE NEEDS OF LEP STUDENTS IN YOUR CLASSES IS DIFFICULT OR IMPOSSIBLE, HOW COULD THIS SITUATION BE IMPROVED?________________________
____
____

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55. ARE THERE ANY AREAS IN WHICH YOU COULD HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?

YES NO

---

56. IN WHICH AREAS COULD YOU HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?____
____

---

57. IF YOU TEACH ANY LEP STUDENTS, TO WHAT EXTENT IS THERE NEED FOR IDENTIFICATION/DEMONSTRATION OF "EXEMPLARY" MATERIALS IN THE FOLLOWING AREAS:

	GREAT NEED	MODERATE NEED	LITTLE NEED	NO NEED
A. DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN ENGLISH INSTRUCTION	____	____	____	____

___3 B. DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN SPANISH INSTRUCTION	___	___	___	___
C. SPANISH LANGUAGE MATH INSTRUCTION	___	___	___	___
D. SPANISH LANGUAGE SCIENCE INSTRUCTION	___	___	___	___
E. SPANISH LANGUAGE SOCIAL STUDIES INSTRUCTION	___	___	___	___
F. INSTRUCTION IN SPANISH LANGUAGE	___	___	___	___
G. INSTRUCTION IN SPANISH READING	___	___	___	___
H. OTHER SPANISH LANGUAGE INSTRUCTION (SPECIFY):________________	___	___	___	___
I. ENGLISH LANGUAGE MATH INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
J. ENGLISH LANGUAGE SCIENCE INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
K. ENGLISH LANGUAGE SOCIAL STUDIES INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
L. OTHER ENGLISH LANGUAGE INSTRUCTION (SPECIFY):________________	___	___	___	___
M. ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION	___	___	___	___
N. SPANISH AS A SECOND LANGUAGE (SSL) INSTRUCTION	___	___	___	___

59. IN GENERAL, DO YOU BELIEVE THAT THE SEMESTER SYSTEM IS AN IMPROVEMENT OVER THE QUARTER SYSTEM?

YES, AN IMPROVEMENT	NOTICE LITTLE REAL CHANGE	NO, NOT AS GOOD	UNDECIDED

Attachment C-2

HIGH IMPACT SCHOOLS

ELEMENTARY

1. Allan
2. Allison
3. Barrington
4. Barton Hills
5. Blackshear
6. Blanton
7. Brentwood
8. Brooke
9. Bryker Woods
10. Campbell
11. Casis
12. Cook
13. Cunningham
14. Govalle
15. Graham
16. Gullett
17. Highland Park
18. Hill
19. Joslin
20. Metz
21. Norman
22. Oak Springs
23. Ortega
24. Pecan Springs
25. Pillow
26. Read
27. Rosedale
28. Rosewood
29. Sanchez
30. Sims
31. Summitt
32. Sunset Valley
33. Walnut Creek
34. Webb
35. Winn
36. Wooldridge
37. Wooten
38. Zavala

SECONDARY

1. Anderson
2. Austin
3. Bedichek
4. Burnet
5. Crockett
6. Dobie
7. Fulmore
8. Johnston
9. Lamar
10. Lanier
11. Martin
12. McCallum
13. Murchison
14. O. Henry
15. Pearce
16. Porter
17. Reagan
18. Robbins
19. Travis

Attachment C-3

ITEM 28 - "QUESTIONS FOR TEACHERS" SURVEY

(Page 1 of 11)

Item 28 - "Questions for Teachers" Survey

What is your largest remaining problem related to desegregation?

ELEMENTARY TEACHERS

SUGGESTION	NUMBER SUGGESTING
DISCIPLINE	12
Lack of discipline.	1
Behavior is too disruptive.	1
Behavior management takes a great deal of instructional time; schoolwide discipline (outside of class, halls, lunch, grounds, etc.)	1
Students fighting and calling names!	1
Lack of full support in the discipline and behavior area.	1
Behavior of some Black students and the total disrespect for authority by many students.	1
Behavior on bus.	1
Becoming familiar with the cultural/economic differences and the relationship to discipline in the classroom.	1
I feel that behavior is the biggest problem. If you can't reach them -- you can't teach them.	1
Discipline problems and poor attitudes toward learning.	1
My immediate impulse was to say "gangs." Kids are getting together to fight and protect one another . . .	1
My discipline problems have multiplied to the point that I feel my academically strong students are often neglected.	1
NO PROBLEMS	11
BUSSING/TRANSPORTATION	9
The buses.	1
Bussing of students long distances does not necessarily provide quality or equal educational opportunities.	1
Long bus trips and safety.	1
Young children often must wait for a bus then ride 30-40 minutes before and after school.	1

BUSSING/TRANSPORTATION, continued	
Bussing.	1
Not being able to meet with students outside of the school day. Transportation would not be provided often, i.e., I could not have many rehearsals after school.	1
Some students are on buses too long -- this affects their behavior and performance.	1
A big problem at my school is children being dropped off early. They come as early as 7:15 and they must be supervised. Many problems arise from these early morning arrivals.	1
My basic belief that this is not the solution to the "social ills" of our country and that I could not put a very young child--regardless of ethnic background--on a bus to ride across town for thirty minutes to more than an hour each way just to appease those individuals with a proverbial ax to grind!	1

QUALITY OF EDUCATION	7
Inadequate teaching in the paired school.	1
Other teachers aren't dealing with the situation.	1
Adequate classes available to meet all children's individual needs.	1
Meeting the needs of all children when there is such a vast difference of background experience.	1
The needs of our children are still not being met.	1
My concern is K,4-6, as kindergarten is like a school all in itself. I, also, miss being able to follow children I have taught and being able to give helpful advice to the first grade teachers.	1
There is too much polarization in the classroom. As a teacher I feel I can't meet the needs of all those students . . . too many students with diversified needs are put together for us to handle at one time . . .	1

ATTITUDES	7
Attitudes of the parents (particularly disagreeing) show up in the students' attitudes.	1
Community still feels that desegregation is here only for a short while and therefore are not willing to put an effort into making it work. Maybe this is why we still have so many children enrolled in private schools.	1

ATTITUDES, continued

It is not effective!	1
Trying to explain why bussing is necessary--they read reports and news items stating that it isn't working and that other districts (i.e. LA public schools) are going back to neighborhood schools.	1
The continued emphasis by the administration that last year was the first year of desegregation. The first year of desegregation in AISD was 1971. Sixth grade centers were instituted in 1973 or 74. I firmly support the concept of desegregation but prefer a majority-minority transfer system that does not mandate busing.	1
Some of us still feel the need to separate different races when it comes to ability, etc. STOP saying White does this, Black does this, Chicano does this, etc. What's the point of having desegregation or any other kind of equality thing, if we still separate races. Instead, say 34% scored the highest, or 50% scored the lowest. Stop being picky. This is not equality.	1
One of the grade level areas from the southeast was upset about the northwest area grade level teachers not really taking steps to prepare for their site visit after school as set up and planned. Northwest area parents are withdrawing their children and feel that teacher competence and preparation is underpar to their area teachers. There are still Anglo parents who request/insist on their children being placed with Anglo teachers.	1

RESOURCES 6

Large class (33) due to students moving to non-bussed school. (Fourth grade level)	1
Overcrowding.	3
My LEP children are Vietnamese and Cambodian. I need instructional materials for these children.	1
Crowding in South Austin school. More portables are not the answer. Our main plant cannot accomodate any more students.	1

PARENTAL INVOLVEMENT		5
Lack of parental involvement.	1	
Lack of parents being involved in conferences.	1	
Getting parents, who live farthest away from the school, to the school.	1	
The largest problem generally of my school is parent participation, contact, and involvement.	1	
Parents.	1	

INTERPERSONAL RELATIONS		3
Parents who teach their children their racial prejudices.	1	
The pairing of some schools seems ridiculous; extremely wealthy paired with extremely poor? This has not created much "sharing" on each factor's part; very little interaction goes on. On the other hand, there has not been a lot of "social problems," either. The kids get along just fine, but again, when left to their own groups (free play, free seating assignments), there are definitely still barriers.	1	
Teacher's attitude toward working with minority students.	1	

MISCELLANEOUS		3
First year teaching.	1	
Lack of support from school administration.	1	
The decreasing enrollment at kindergarten level in this K, 4-5-6 school, with the possibility of losing one kindergarten class due to low enrollment.	1	

DESEGREGATION		2
My school has only about 9 black children which is too low.	1	
Classroom is not racially balanced; desegregation is not evident.	1	

ACHIEVEMENT		1
Motivation of minorities to do their best work.	1	
NO RESPONSE		5

SECONDARY TEACHERS

SUGGESTION		NUMBER SUGGESTING
NO PROBLEMS		48
BUSSING/TRANSPORTATION		23
Inability, due to bus transportation, for students to participate in before and/or after school activities.	1	
Late buses.	3	
Attendance of bused students-it's terrible-there is no continuity in classes where students only attend 3-4 days per week.	1	
Bussing-and the drop in enrollment it has caused in AISD-burden on minorities.	1	
Just busing.	5	
Problem of transportation on arriving and leaving school. It makes it hard for makeup work.	5	
After school activities have been forced into problems!	1	
Transportation of students to training stations in business offices and to social events.	1	
Supreme Court decision limiting number of miles students allowed to be bused. This in essence is putting a limitation on busing, which I am opposed to. I strongly favor busing, as I teach at Martin Jr. High, where busing has made the school 100% more teachable!	1	
The huge waste of money to run and maintain the buses--plus the inconvenience to children who must catch the bus so early and ride so far.	1	
Students in Vocational Cooperative Programs who are bussed across town sometimes have difficulty with transportation to job sites.	1	
Students who missed the bus.	1	

BUSSING/TRANSPORTATION, (continued)		
Inconsistency of school district policy regarding future of busing.	1	
ATTITUDES		17
Some blacks and whites still resent desegregation.	1	
How to get rid of the 'chip on the shoulder' attitude of impudence towards scholastic authority without stricter checks and balances on requirements.	1	
Preconceived ideas from other teachers and counselors stereotyping minorities as low achievers.	1	
Attitudes of the public regarding busing.	1	
Not sufficient emphasis on our common responsibility as Americans and members of a world community.	1	
Do away with the program altogether. Because from student to teachers to administrators the racial balance has, is, and always will be out of balance.	1	
I resent spending so much money on this whole thing.	1	
The animosity among students.	1	
Wondering how long it will last.	1	
I wish we could forget about it and proceed on an "all equal" basis. Minorities should not be treated as special people! Causes problems.	1	
Developing a better attitude towards school for minority students.	1	
It is very hard to understand the way black students, in particular, think. Many of them display a "no care" attitude.	1	
Constant complaints from so called "professional" faculty about desegregation's effect upon their teaching locations and the negative remarks about students from certain areas.	1	
Student complaints.	1	
The awareness of differences amplified by HEW.	1	
Its ineffectiveness and the inequality of the process used.	1	
I am very upset that the real estate folks have divided Austin with black, brown, and white and left the problem for the public schools to handle.	1	

DISCIPLINE	14
Minority students are often trouble makers in class yet if we send them to the office we are told that we are picking on the minority students, that AISD shows a higher percentage of minority groups being given ISS, 3 day suspensions, or long term suspension. Consequently we have to put up with behavior from minorities that we would not tolerate in Anglo students.	1
Loud, disruptive Black students in my FOM class.	1
Formation of gangs in ethnic groups.	1
Lack of fair, consistent discipline for all students without favoritism for certain teachers and their students or students referred by them.	1
Discipline.	10

QUALITY OF EDUCATION	14
Motivating the slow learner.	4
Why do so many minority students get to senior high with elementary reading and comprehension skills?	1
Reading level that is low or lessons for low achievers.	1
Trying to meet the diverse needs of my students since their levels and backgrounds are so different.	1
As a parent, concern that my child will not be sufficiently challenged by his classmates.	1
The largest problem is that sufficient emphasis is not placed upon teaching basic skills to minorities. We talk about it, but we don't do it. Therefore students cannot be integrated in classes on a higher level.	1
Some of the minorities are excellent students, but many never turn in any work, yet if we fail many of them we are told we are not doing our job and asked to explain why we have such a high percentage of failures. Consequently most teachers rather than fight the system and have to explain why they are such poor teachers go ahead and pass them and let their next teacher worry about failing them.	1
Has diluted our academic program. I don't know the answer to this--but it has.	1
Lack of coordination among teachers of lower level classes has created more work and uneven standards.	1
Wide span of language abilities in regular classes.	1
Overloading of classes for slow learners.	1

RESOURCES	12
Overcrowded schools.	5
Falling enrollment in North Austin schools and booming enrollment in South Austin schools with few resources to provide the space needed for adequate education requirements of the students.	1
Securing appropriate teaching materials which reflect the viewpoints of minorities.	1
The astronomical cost and inconvenience for so little positive results. I do not think our economy can survive such economic fiascoes.	1
Large [illegible]M classes.	1
More funds to work with!	1
Amount of money expended on trips to Mexico by the Human Relations club is exhorbitant. I question the value of the school providing these trips.	1
The way some schools who previously had a large amount of minority students requested physical and staff changes, but were not granted these wishes until a more affluent population of students were assigned to that school!	1

DESEGREGATION	11
Classes homogeneously grouped, top (honors) classes tend to be all Anglo, and low-ability classes all minority. I would like to see more desegregation at these extremes.	2
Not enough Blacks in my school.	2
Our school not affected by bussing--problem exists from too many minorities (boundary lines need to be redrawn).	1
Being studied as if desegregation was a school problem when it is in fact a societal one.	1
Forgetting "Desegregation."	1
Unbalanced ratio of ethnic groups in all classes.	1
The problem of the lack of moral courage in the U.S. Senate where many (including both of Texas' representatives) would vote to weaken the country's system of checks and balances and hold out hope (probably false) that the schools need not be desegregated. This further hampers efforts to make Austin's plan run smoothly.	1
LBJ needs to be desegregated--it is going to become the new "Johnston"--if it isn't already. We were not included in the desegregation order.	1
I feel both the Black Heritage Club and Chicano Club should be disbanded. I've had several complaints from Anglo students that this is reverse discrimination.	1

INTERPERSONAL RELATIONS		8
To convince parents that desegregation is the key to living together "peaceably."	1	
Students that do not want to be in my school and so do not cooperate or try.	1	
Teacher attitude toward low-achieving students is still a problem for me. I find teachers expect the same from all students and make little effort to diagnose specific skill needs of individual students.	1	
Dealing with students who feel they do not belong to a school community because they were bussed or fear they won't be bussed next year.	1	
(a) Pressures on minorities, e.g. principals, teachers, and students (in receiving schools), (b) Non-participation among minority teachers in Curriculum Support Group (separate faculties), (c) Competitiveness of students encouraged (academically).	1	
Lack of support from "Deans."	1	
Most of my concerns center on interaction between ethnic cultures and between levels of achievement.	1	
There are not many minority teachers in my building. (ex.) I am the only Mexican American teacher in my building.	1	

MISCELLANEOUS		8
Ronald Reagan.	1	
I really don't have any problems--but these are areas of disadvantage: unmotivated students, lack of school spirit, unity in community schools, long term friendships absent, general student growth problems.	4	
Cut down on number of migrant students.	1	
Additional paperwork.	2	

ATTENDANCE		3
Students not attending proper schools!!	1	
Students who claim they are needed at home.	1	
Students continue to drop from one school, enroll in another, then return or repeat process with alarming regularity.	1	

PARENTAL INVOLVEMENT		3
Lack of parental support.	3	
NO RESPONSE		41

TOTAL RESPONSES TO ITEM 28 (Elementary and Secondary Teachers) 226

Attachment C-4

ITEM 26 - "QUESTION FOR TEACHERS" SURVEY

(Page 1 of 5)

5

Item 26 - "Questions for Teachers" Survey

Are you now doing different things in instruction than you did last year (the first year of desegregation)?

ELEMENTARY TEACHERS

SUGGESTION	NUMBER SUGGESTING
PROJECTS/TECHNIQUES	22
Made more visual materials for children to put their hands on.	1
ESL	1
More games, independent skill sheets, homework sheets to involve parents and develop study skills.	1
Working more examples with them---more visuals.	1
Each child has a chance to work in some area of leadership---thus enhancing his self-concept.	1
More comprehension checks and language development.	1
Presented holidays in a different way, making booklets with stories and pictures for children. And had them tell us about their own countri[illegible]	1
Unit: We are Alike and Different. I encourage the use of the second language to express ideas whenever there is an interest or need to do so.	1
Bulletin boards---showing filmstrips.	1
When we study units in S.S. such as "I Am Me," skin, Black History, etc. we always talk about race and color. We make being different as part of life because we are each different.	1
Participating in SWTSU desegregation workshops.	2
Studying cultures, have resource persons come to classroom and explain their specialties, awareness in class of different ethnic groups---accepting all nationalities regardless of differences.	1
I have kept much communication going with all parents.	1
Taught them lingo/slang of the ghetto, set-up mock situations (being very rich/very poor), frank discussions of why there were/are differences.	1
Stressing cultures and Black History.	1
Use more details and student involvement in cultural studies than I used to---such as Mexico, Black History, etc.	1
More writing instruction and time for students to write than before (For grades 2-3).	1
Peer tutoring and more oral instruction.	1

PROJECTS/TECHNIQUES, continued		
(Art teacher at 2 schools) .Different projects but same type instruction. Repeated most successful projects in second school. Presented new projects in same school.	1	
Had to lower standards, don't cover as much material.	2	
MISCELLANEOUS		14
I have changed teaching situations.	2	
First year to teach with AISD.	1	
We received only a few more Spanish-speaking, and they are in a level in which I do not teach.	1	
I'm teaching more and getting much more accomplished.	1	
I am teaching a G/T Language Arts class. What a treat!	1	
This system is still very segregated.	1	
No, because I fail to see a difference in God's children.	1	
I have always been involved in desegregation, 1978-82.	1	
The level of instructional involvement has decreased while the level of behavioral management and maintenance has increased drastically	1	
I have always attempted to treat each child as an individual.	1	
Nothing.	1	
No problems!	1	
I can concentrate on quality of instruction instead of a constant hassle with discipline.	1	
SCHOOL NOT INVOLVED IN DESEGREGATION		9
CHANGES MADE NOT DUE TO DESEGREGATION		9
NO RESPONSE		34

SECONDARY TEACHERS

SUGGESTION	NUMBER SUGGESTING
PROJECTS/TECHNIQUES	11
I am trying to individualize some instruction. I am also attempting to incorporate some computer-assisted instruction into my classes.	1
I am giving a numerical grade on all assignments. This is very time consuming but provides specific feedback.	1
Attempting to read more literature by and about minorities in class.	1
I have students who cannot afford fabric for clothing class and I have provided them with fabric, pattern, and supplies. I have had to slow the pace of self-study and offer a wider variety of reading materials to adjust for the wide range of reading levels in my classes.	1
Working more on student motivation.	1
1) A semi-contract system, 2) more multi-media, 3) more vocabulary emphasis, 4) more verbal questioning.	1
Teaching, writing, and supporting opinions more.	1
Using more group discussion.	1
Using new method for teaching typewriting that was learned in Cortez Peter's summer workshop.	1
Each study unit has an area for an essay that follows personal research. Less able students are now stimulated to exert themselves towards achievement of competency.	1
Pull-out program with English teachers---Study hall to receive elective credit---teacher helps with class work or work on improving reading skills.	1
MISCELLANEOUS	6
I was not teaching last year.	2
"We" have been segregated since this school opened.	1
Last year was my first year at Anderson and my prior experience was at a naturally integrated school.	1
I don't understand calling last year "the first year of desegregation." I'm at a school with incoming bussed students for about 9 or 10 years. Nothing is new now.	1

MISCELLANEOUS, continued	
We've been under court ordered integration since 1971!	1
CHANGES MADE NOT DUE TO DESEGREGATION	6
SCHOOL NOT INVOLVED IN DESEGREGATION	2
NO RESPONSE	12
TOTAL RESPONSES TO ITEM 26 (Elementary and Secondary Teachers)	79

Attachment C-5

ITEM 27 - "QUESTION FOR TEACHERS" SURVEY

(Page 1 of 4)

Item 27 - "Questions for Teachers" Survey

Are you now doing different things to improve interethnic relations than you did last year (the first year of desegregation)?

ELEMENTARY TEACHERS

SUGGESTION	NUMBER SUGGESTING
PROJECTS/TECHNIQUES	9
Classroom Court, Magic Circles, and Buddy System.	1
Forming the Future Project for all elementary students.	1
Black History Month.	3
Cultural subject matters in class (food, resource personnel, church relationship, etc.).	1
I always work to integrate entire classroom with projects, hobbies, discussions, problem solving with students.	1
Change in style rather than principle.	1
Basic principles in getting along with everyone--covering Black History, Mexican American history.	1
MISCELLANEOUS	3
Becker has been integrated for years.	1
St. Elmo is a neighborhood integrated school.	1
Harris Elementary has been doing many things for 6 or more years to improve interethnic relations.	1
PARENTAL INVOLVEMENT	1
Encouraging more parent participation.	1
NO RESPONSE	9

131

SECONDARY TEACHERS

SUGGESTION	NUMBER SUGGESTING
PROJECTS/TECHNIQUES	8
Culture unit on Texas ethnic groups has expanded with scheduled speakers---written paragraphs about common goals for all ethnic groups.	1
For some of the projects the students study about certain cultures and then create a design for their art design.	1
Curriculum materials reflect interethnic relations.	1
I have been working to improve relations my entire professional life as a teacher. I continually use newspaper articles as a take-off for discussions on various topics pertaining to pride in yourself, the role you play in home, school, and community. I try to insert class projects such as assignments dealing with various ethnic groups, drawings, stories about ourselves, to express a thought, how you see yourself as a citizen, as a employee, in the home and in school	1
Concentration on Black History Month (customs, heroes, goals). Encouraging students with different cultures to share with the class.	1
When activities are assigned, I use grouping to bring different ethnic backgrounds together.	1
Cooperative learning in the classroom by Johnson & Johnson of Minnesota.	1
Allow basic free flow of communication between contrasting ideals.	1
MISCELLANEOUS	5
I teach Sp. Ed. = mostly minorities.	1
We have been desegregated for several years!	1
I was not teaching last year.	1
I have encountered (noticed) more serious racial problems.	1
Your methodology of soliciting input makes the results of your survey meaningless.	1
NOTHING DONE DIFFERENTLY	5

ATTITUDES		4
Treat each student equal. Race and color should not interfere with the teaching atmosphere.	1	
My previous years of teaching were at a minority school; so therefore desegregation was nothing new to me. Each student is an individual and treated that way in my class, regardless of color.	1	
I have always had racially mixed classes and have always tried to improve interethnic relations.	1	
I teach care and acceptance of my fellow humans and have never had a confrontation of any type while doing so.	1	
NO PROBLEMS		3
SCHOOL NOT INVOLVED IN BUSSING		1
NO RESPONSE		11

TOTAL RESPONSES TO ITEM 27 (Elementary and Secondary Teachers) 38

81.73

ESAA/District Priorities--Systemwide Desegregation

Appendix D

ADMINISTRATOR SURVEY

81.73 Instrument Description: Administrator Survey

Brief description of the instrument:

The "Questions for Administrators" survey included 23 questions. Some questions were identical to those on the "Questions for Teachers" survey to allow comparisons of responses. Others were unique to the administrator survey. Topics covered included accreditation, desegregation, personnel, achievement, and quality of education.

To whom was the instrument administered?

A random sample of about 50% of the District's administrators (n=155) was surveyed. This included administrators not surveyed last year (approximately 45% of present administrators) plus 50% of the administrators new to the District this year.

How many times was the instrument administered?

Once. A second survey and reminder memorandum were sent out in an attempt to increase the return rate.

When was the instrument administered?

The survey was sent through the school mail on March 1. A second copy was sent to those who had not yet returned the survey on March 12.

Where was the instrument administered?

Through the school mail to administrators' school or building addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Responses for some questions are available from last year's survey. Some item responses can also be compared to those of teachers on their survey.

ADMINISTRATOR SURVEY

Purpose

The "Questions for Administrators" survey was designed to collect information from AISD administrators on issues of concern districtwide and to specific projects. Specific evaluation questions addressed are listed in the Results section of this appendix. Major areas addressed by the survey include: achievement, retention, information dissemination, staff development, personnel evaluation, desegregation, and coordination.

Procedure

Instrument. The "Questions for Administrators" survey was developed by Office of Research and Evaluation staff during the winter and early spring of the 1981-82 school year. Input for potential questions was solicited from each ORE project evaluation staff and from key instructional personnel (Attachment D-1). Some (4) questions from last year's survey were repeated; others (19) were new this year. The 1981-82 "Questions for Administrators" survey is shown in Attachment D-2.

Sample. During 1981-82, a random sample of 50% of the AISD staff classified as administrators (Code A) by Personnel was drawn. All administrators were eligible except a few whose involvement in the issues covered by the survey was considered limited (Associate Superintendent for Operations, Director of Finance, Director of Central Services, Supervisor of Food Service, Assistant Supervisor of Food Service, Purchasing Agent, Director of School Plant, Supervisor of Maintenance and Operations, Chief of Security, Director of Energy Management, and Director of Pupil Transportation). In order to minimize the time required of individual staff members, those surveyed last year were not included in this year's sample. Last year's sample file was matched with this year's Employee Master File. Those surveyed last year were eliminated from this year's sample, which left a sample of 50% of those in the District last year as administrators and 100% of the new District administrators. New administrators were identified with the help of Personnel. Then 50% of the new administrators were chosen randomly to be surveyed. This procedure resulted in a sample of 155 of the District's administrators for 1981-82.

Implementation. The "Questions for Administrators" surveys were sent out March 2 through the school mail. Administrators were asked to complete the survey and return it through the school mail. An identification number was printed on each questionnaire so they could be checked in as returned. Even-numbered surveys had no lines provided to respond to open-ended questions 21-23. Odd-numbered surveys had two lines printed for each. This was to enable ORE staff to check and see if response rates varied depending on whether lines were provided or not. Those who had not yet returned surveys were sent a reminder on March 12 along with an extra questionnaire (Attachment D-3). A total of 131 questionnaires were returned, representing a return rate of 85%.

Data Analysis. The data were analyzed on the IBM370 computer housed at AISD. The number and percent of respondents answering each question in various ways was calculated. Responses were analyzed for the total group, elementary school administrators, secondary school administrators, and central administrators. Special education and bilingual administrators' responses were analyzed separately for the question concerning coordination of regular and special instructional programs (item 2).

Results

Sample. The final sample included 131 of the 155 questionnaires originally distributed. The return rate of 84.5% is fairly representative of AISD administrators, although secondary administrators did not respond quite as frequently as the other groups. The final sample sizes by analyses groups are shown in Figure D-1. Special education and bilingual administrators' responses were analyzed separately only for question two regarding coordination of instructional services.

GROUP	NUMBER SENT	NUMBER RETURNED	PERCENTAGE RETURNED
Total Group	155	131	84.5%
Elementary	33	30	90.9%
Secondary	53	33	62.3%
Central	69	68	98.6%
Special Education	6	5	83.3%
Bilingual	6	6	100.0%

Figure D-1. ADMINISTRATIVE SURVEY RETURN RATES BY GROUP. Special education and bilingual administrators also counted in appropriate elementary, secondary, and central totals.

Responses. All of the responses for the groups surveyed (total group, elementary, secondary and central administration) are shown on surveys in Attachment D-4. This section will present information relevant to the evaluation questions and highlight other key findings by topic area.

Throughout this section, results are divided into elementary, secondary, and central administrator responses. Results from the "Questions for Teachers" survey for 1982 are also shown for shared questions (Appendix C shows the complete teacher survey results). If the questions also appeared on last year's survey, the responses for teachers and/or administrators are also shown for comparison. It should be noted that the "neutral" response did not appear on last year's surveys so the results may not be directly comparable.

Low SES and Minority Student Achievement Decision Question 1:

Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of the achievement of low socioeconomic status and minority students be implemented as planned?

Evaluation Question D1-7: Do staff perceive low SES and minority student achievement to be improving as a result of the emphasis in this area?

Forty-three percent of the administrators felt the emphasis on low SES and minority student performance had been effective, while 31% were neutral on the subject, eight percent did not know and 19% felt it had not been effective. Over half of last year's administrators felt that the emphasis had improved the performance of low SES and minority students.

Of the teachers responding, only 34% agreed that the emphasis on low SES and minority student achievement had been effective in causing improvement. This year's positive response is somewhat higher than last year's positive response (29%). This year, 23% of the teachers disagreed with the statement, 29% were neutral and 14% did not know whether the emphasis in this area really made a difference.

Question 3: The District's emphasis on the improved academic performance of low socioeconomic status and minority students has been effective in increasing the performance level of these students.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	1	42	31	16	3	8
Elementary	0	38	38	7	10	7
Secondary	0	42	30	24	0	3
Central	2	43	28	16	2	10
All Administrators (1981)	1	54	-	14	1	30
All Teachers (1982)	3	31	29	16	7	14
All Teachers (1981)	2	27	-	20	3	48

Figure D-2. ADMINISTRATOR AND TEACHER RESPONSES ON LOW SES AND MINORITY STUDENT PERFORMANCE.

Accreditation Decision Question 1: Has the Austin Independent School District made progress towards meeting its five-year goals as set forth in the Accreditation Plan? Has the District met its objectives for the second year (1981-82)? Should AISD modify the five-year plan as it is specified for 1982-83?

> Evaluation Question D1-5: Do AISD personnel feel that improvements have been made in the coordination of special education, bilingual education, and "regular" education during 1981-82?

Question 2: There is adequate coordination among special education, bilingual education, and "regular" education.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	0	20	19	45	9	9
Secondary	0	19	23	36	13	10
Elementary	0	24	31	35	3	7
Central	0	18	12	54	7	9
Regular Education	0	20	19	45	8	9
Special Education (N=5)	0	20	20	60	0	0
Bilingual Education (N=6)	0	0	17	33	33	17
All Administrators (1981)	0	9	-	53	27	11
All Teachers (1982)	5	25	20	24	14	13
All Teachers (1981)	3	27	-	33	12	25

Figure D-3. ADMINISTRATOR AND TEACHER RESPONSES ON INSTRUCTIONAL COORDINATION.

This figure shows that:

- Only 20% of the 1982 administrators surveyed agreed that coordination was adequate among special education, bilingual education, and "regular" education. Over half (54%) felt coordination was not adequate, and 28% were neutral or did not know.

- These results are more positive than last year. In 1981, only 9% of the administrators felt coordination was adequate, 11% did not know, and 80% said coordination was inadequate.

- The responses of bilingual administrators were slightly more positive this year than last (based on small samples of 5-7 per group each year). Last year, all bilingual administrators felt coordination was inadequate; this year 34% were neutral or answered "don't know." Among special education administrators, responses changed very little. Last year, two administrators felt coordination was adequate (29%); this year, one (20%) said coordination was adequate and another (20%) was neutral.

- About 30% of the teachers agreed that coordination was adequate during 1981-82 compared to 20% of the administrators.

The remainder of the questions on the survey do not deal with specific evaluation questions, and will be discussed by topic area.

Accreditation:

Question 12: The present school goal-setting process is effective in improving AISD.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	4	49	24	15	2	7
Elementary	3	53	23	17	0	3
Secondary	3	53	22	19	0	3
Central	4	43	27	13	3	10

Over half of all administrators felt that the goal-setting process is effective in improving AISD. Of the three groups of administrators, central administrators agreed slightly less often than elementary and secondary administrators. Only 17% of all administrators said that the goal-setting process is ineffective.

Question 21: The best way to improve the present school-wide goal-setting process might be to:	
1. Get more input from everyone involved, principals, administrators, families, teachers, coordinators, students, faculties	22
2. Work on the nature of the goals (the number and type)	13
3. Provide more training in goal setting	15
4. Change frequency of goal setting	3
5. Include more evaluation and followup	10
6. Keep the process the same--it's fine now	4
7. General	12
Total Suggestions	79
Surveys with No Response	58

Figure D-4. ADMINISTRATOR RESPONSES CONCERNING GOAL-SETTING PROCESS.

The most common suggestion was to get more input from a variety of groups on the goals. More training for the principals on the nature of the process, nature of the goals, and on setting goals specifically was also suggested quite often. It was also suggested that the number of goals be limited, that goals be measurable and specific, and that certain types of goals be concentrated on. Finally, a number of respondents suggested that more evaluation and followup be done to monitor the process during the year and determine whether the goals are accomplished.

A complete list of suggestions is shown in Attachment D-5.

Staff Development

Question 5a: Districtwide staff development activities have contributed to the improvement of administrator competencies.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	2	36	28	24	5	5
Elementary	3	37	27	27	0	7
Secondary	3	31	34	28	0	3
Central	2	39	24	21	9	6
All Administrators (1981)	2	43	-	33	8	14

Question 5b: Districtwide staff development activities have contributed to the improvement of teacher competencies.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	5	34	27	21	2	12
Elementary	7	33	27	23	0	10
Secondary	3	33	33	23	0	7
Central	5	36	22	19	3	16
All Teachers	7	32	22	23	13	3

Question 5c: Districtwide staff development activities have contributed to the improvement of teachers' ability to teach language arts.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	3	26	34	14	2	20
Elementary	7	23	43	17	0	10
Secondary	0	24	35	28	0	14
Central	3	30	27	8	5	27

Figure D-5: ADMINISTRATOR RESPONSES TO QUESTIONS ON STAFF DEVELOPMENT.

Thirty-eight percent of the administrators surveyed in 1982 felt that staff development activities had contributed to the improvement of administrator competencies. Twenty-eight percent were neutral, 5% did not know, and 29% felt the activities did not improve administrator competencies.

When administrators were asked if they thought districtwide staff development activities had contributed to the improvement of teacher competencies, 39% agreed that it had, 27% were neutral, 23% disagreed, and 12% did not know. Out of the three groups, there were fewer secondary administrators agreeing with this statement. Teachers' responses were very similar to those of the administrators.

Administrators were slightly less positive and more uncertain about staff development's contribution to improving the ability of teachers to teach language arts; 29% agreed that it had helped, 16% disagreed, 20% did not know, and 34% were neutral. Secondary administrators agreed the least often with this statement.

Basic Skills Achievement

Question 1: The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	8	67	14	5	0	6
Elementary	17	70	10	0	0	3
Secondary	3	82	9	0	0	6
Central	6	58	18	10	0	8
All Administrators (1981)	8	58	-	9	1	24
All Teachers (1982)	6	57	13	9	4	11
All Teachers (1981)	4	49	-	13	3	32

Question 4: The District's emphasis on attendance has helped improve achievement in the basic skills.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	6	45	27	9	0	12
Elementary	7	39	32	4	0	18
Secondary	9	46	30	9	0	6
Central	4	47	24	12	0	13
All Teachers	9	40	20	10	3	18

Question 15: The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	2	48	21	15	0	15
Secondary	0	56	22	16	0	6
All Teachers	3	37	16	10	4	31

Figure D-6. ADMINISTRATOR AND TEACHER RESPONSES ON BASIC SKILLS ACHIEVEMENT.

Responses to these items showed that:

- Most (75%) of the administrators believed that the District's emphasis on basic skills has been effective in increasing student performance in the basic skills areas. Central administrators agreed with this statement less often than the other groups. Administrators were more positive about the effect of basic skills' emphasis this year than last.

- Teachers' views became more positive between 1981 and 1982, but they were less positive than the administrators. Of the teachers, 63% felt that the emphasis on basic skills had been effective while only 13% disagreed. In last year's survey, 53% of the teachers agreed and 16% disagreed.

- Administrators were also positive about the effect of the emphasis on attendance, but less so than about the basic skills emphasis. About half of all the administrators felt that the District's emphasis on attendance has helped improve achievement in the basic skills. Only 9% disagreed, 12% did not know, and 27% were neutral on the subject.

- Teachers responded in a similar way to administrators regarding the influence of an attendance emphasis on basic skills achievement. About half (49%) of the teachers contended that this emphasis has helped improve achievement in the basic skills and only 13% disagreed. Of the two groups of teachers, elementary teachers agreed less frequently (43%) than secondary teachers (53%).

- Half of the administrators surveyed stated that minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. Only 15% felt that the requirements did not help, with the rest replying that they were neutral (21%) or unsure (15%).

- Of the teachers responding to the questionnaire, 40% agreed that competency requirements have been effective in improving graduates' performance. Only 14% disagreed with this statement, with 16% responding neutrally and 31% saying they did not know. Thus, teachers were more unsure and less positive about the effects of the requirements compared to administrators.

Retention/Promotion

Question 13: The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	20	57	14	4	0	5
Elementary	24	59	14	3	0	0
Central	16	60	16	0	0	8

Question 46 (Teacher Survey): The new retention/promotion policy is more helpful to teachers in making retention recommendations than the old policy.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Teachers	25	49	11	4	3	9

Question 14: Teachers are adequately prepared to foster learning in students who have been retained in a grade.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	7	15	27	36	6	9
Elementary	11	26	26	26	4	7
Central	4	4	31	50	8	4
All teachers	11	39	20	20	4	6

Figure D-7. TEACHER AND ADMINISTRATOR RESPONSES ON RETENTION.

Most administrators (77%) agreed that the new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. Most teachers also feel the new policy helps them in making retention recommendations.

Administrators and teachers were not as positive about teachers' preparation to foster the learning of retainees. Only 22% of the administrators felt teachers were prepared for this adequately. Teachers were somewhat more positive--50% felt teachers were adequately prepared for this challenge.

Personnel

Question 20: On a scale of 1-5, how would you rate the new Administrator Evaluation system?

GROUP	VERY INADEQUATE %	GENERALLY INADEQUATE %	ADEQUATE %	GENERALLY ADEQUATE %	VERY ADEQUATE %
All Administrators	4	19	52	20	5
Elementary	3	31	48	10	7
Secondary	6	13	59	16	6
Central	3	16	50	27	3

Figure D-8. ADMINISTRATOR OPINIONS ON NEW EVALUATION SYSTEM.

When asked in March, most administrators (77%) rated the new Administrator Evaluation system adequate. At this point in time, administrators knew how the new system was set up but had probably not been evaluated with it. Of the three levels of administrators, more elementary administrators (34%) said the system was inadequate than secondary (19%) and central administrators (19%).

Question 6: The Office of Staff Personnel is effective in carrying out its assigned duties.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	4	38	25	18	6	9
Elementary	7	41	31	14	0	7
Secondary	0	52	23	16	7	3
Central	5	29	26	20	9	12
All Teachers	4	30	31	9	4	22

Figure D-9. OPINIONS ON PERSONNEL OFFICE EFFECTIVENESS.

Slightly less than half of all administrators agreed with this statement. Of the three groups of administrators, central administrators (34%) agreed less frequently that the Office of Staff Personnel is effective in carrying out its assigned duties. One fourth of all administrators were neutral.

Teachers were more uncertain than administrators about the effectiveness of the personnel office. Fewer teachers agreed that personnel was effective, but more replied that they did not know if the office was effective.

Question 23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:	
1. Hire more teachers and administrators of certain types (minority, special education, bilingual, math, science, full time).	11
2. Hire better quality teachers through improved screening and quicker placement.	7
3. Keep teachers in their primary area of certification.	3
4. Let other AISD staff have more say in hiring.	12
5. Assist in firing incompetent personnel.	3
6. Streamline and improve office procedures and operations.	17
7. Provide organized staff development to improve competencies.	9
8. Complete administrative evaluation system and improve implementation of teacher evaluation system.	4
9. Communicate better about activities, events, and services available.	5
10. Be professional, courteous, helpful, ready to listen, pleasant, etc. with those they come in contact.	9
11. Be objective, consistent, and straightforward on communications.	3
12. Improve staffing in personnel.	5
13. Continue to do a good job.	6
Total Suggestions	94
Surveys with No Response	50

Figure D-10. ADMINISTRATOR SUGGESTIONS FOR PERSONNEL OFFICE IMPROVEMENTS.

The highest number of suggestions were made about various facets of hiring. A number of suggestions were also made about ways to improve the operations of the personnel office and the interpersonal skills of its staff. Complete comments were forwarded to the Executive Director of Personnel and are also on file with the original for this report.

Dissemination

Question 9: The Messenger is effective in communicating AISD activities to District employees and the community.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12	62	16	5	2	3
Elementary	10	67	13	0	3	7
Secondary	13	56	28	3	0	0
Central	13	63	12	7	2	3
All Teachers	7	49	29	6	4	5

Question 10: The Messenger's article formats are appealing.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12	58	24	5	2	1
Elementary	0	80	13	3	3	0
Secondary	6	53	31	6	3	0
Central	19	50	25	4	0	2
All Teachers	6	37	39	8	5	6
Elementary	7	46	32	6	3	5
Secondary	5	32	42	10	6	6

Figure D-11. OPINIONS ABOUT THE MESSENGER.

Overall, 74% of the administrators stated that the Messenger is effective in communicating AISD activities to District employees and the community. The teachers were a little less positive; only 55% felt that it was effective. Twenty-nine percent of the teachers were neutral in their responses while only 16% of the administrators were neutral.

It seems that more administrators (70%) feel that the Messenger's article formats are appealing as compared to teachers (43%). Over a third of the teachers responded neutrally while only about a fourth of the Administrators responded that way.

Question 11: The Forming the Future Project is a good way to inform the public about District goals, trends, and achievements.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	19	58	13	6	2	2
Elementary	30	43	17	3	3	3
Secondary	9	67	12	6	3	3
Central	16	61	12	8	2	2
All Teachers	16	40	24	4	1	16

Figure D-12. OPINIONS ON FORMING THE FUTURE PROJECT.

Most administrators (77%) responded that the Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. There was no strong disagreement on this statement.

Of the teachers surveyed, 56% agreed that Forming the Future was a good dissemination tool. More teachers (16%) than administrators (2%) said they "did not know" whether the project was effective.

Desegregation

Question 7: Students are as well or better adjusted to desegregation this year than they were last year.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12 (13)*	57 (64)	16 (18)	2 (2)	2 (2)	11
Elementary	13 (16)	43 (54)	20 (25)	3 (4)	0 (0)	20
Secondary	24 (26)	42 (45)	21 (22)	0 (0)	6 (6)	6
Central	6 (7)	69 (76)	12 (13)	3 (3)	2 (2)	9
All Teachers	14 (16)	53 (62)	14 (16)	3 (3)	2 (2)	14

Question 8: Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation).

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW
All Administrators	15 (20)	31 (41)	23 (31)	4 (5)	3 (4)	25
Elementary	21 (26)	36 (44)	25 (30)	0 (0)	0 (0)	18
Secondary	31 (33)	34 (36)	19 (20)	3 (3)	6 (6)	6
Central	2 (3)	28 (47)	22 (37)	6 (10)	2 (3)	41
All Teachers	18 (21)	42 (49)	23 (27)	1 (1)	1 (1)	15

*The numbers in parentheses indicate the percentage of responses from administrators and teachers with an opinion.

Figure D-13. ADMINISTRATOR RESPONSES CONCERNING DESEGREGATION.

Responses to these items showed that:

- Most (69%) of the administrators reported that students are as well or better adjusted to desegregation this year. Secondary administrators agreed with this statement more often than elementary administrators.
- Less than half (46%) of all administrators agreed that desegregation problems are being handled as well or better this year than they were last year. Most of the elementary (57%) and secondary (65%) administrators agreed with this statement, while only 30% of central administrators agreed.

- Teachers completing the survey responded positively to both items. Two-thirds (67%) of the teachers agreed that students are as well or better adjusted to desegregation. Sixty percent of the teachers agreed that desegregation problems are being handled as well or better than last year, compared to 46% of the administrators agreeing with this statement.

It is interesting to note that compared with the other administrator groups, the central administrators are more positive about the adjustment of students and less positive about how well desegregation-related problems are being handled.

Question 22: What is the largest remaining problem related to desegregation?

Assuring a high-quality education	19
Improving achievement of all students	8
Bussing and problems related to transportation	20
Stopping white flight	10
Improving attitudes and interpersonal relationships	15
Coping with declining resources (funds, teachers, etc.)	10
Improving communication/public relations	6
Increasing parent involvement	7
Reducing segregation within some classrooms/ preventing resegregation	6
Miscellaneous	6
Total Suggestions	107
Surveys with No Response	50

Figure D-14. ADMINISTRATOR RESPONSES TO OPEN-ENDED QUESTION ON DESEGREGATION PROBLEMS.

The most common responses to this open-ended question focused on assuring that all AISD students received a high-quality education and achieved at the highest possible level. Bussing and transportation problems were also mentioned quite often; some simply said bussing itself was a problem, while others were more concerned with specific problems it caused. A complete list of responses is shown in Attachment D-6.

Question 16: How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students?

GROUP	VERY LITTLE	LITTLE	SOME	MUCH	VERY MUCH	NOT APPLICABLE
All Administrators	12 (20)*	20 (34)	18 (31)	4 (7)	6 (10)	41
Elementary	10 (19)	21 (40)	10 (19)	3 (6)	7 (13)	48
Secondary	23 (34)	19 (28)	23 (34)	0 (0)	3 (4)	32
Central	3 (5)	19 (31)	23 (38)	10 (16)	7 (11)	39

Question 19: How many reassigned students participated in extracurricular activities this year because special busses were available?

GROUP	VERY FEW	FEW	SOME	MANY	VERY MANY	NOT APPLICABLE (NO BUSSES AVAILABLE)
All Administrators	3 (4)	3 (4)	34 (49)	22 (32)	6 (9)	31
Secondary	4 (6)	4 (6)	40 (55)	16 (22)	8 (11)	28
Central	0 (0)	0 (0)	14 (25)	43 (75)	0 (0)	43

*The numbers in parentheses indicate the percentage of responses from administrators who felt the question was applicable to them.

Figure D-15. ADMINISTRATOR RESPONSES CONCERNING BUSSES PROVIDED FOR PARENTS AND EXTRACURRICULAR ACTIVITIES.

The figure shows that:

- Forty percent of the central administrators reported that they thought busses provided by ESAA/SCL funds increased attendance of parents of reassigned students to school functions at least to some extent. Only 20% of the elementary administrators and 26% of the secondary administrators believed the busses increased attendance. Thus, central administrators were most positive about the effect of the busses on attendance at these functions.

- Forty-two percent of the secondary administrators and 31% of the elementary administrators contended that the busses increased such attendance little or very little.

- Over half (62%) of all administrators reported that at least some reassigned students participated in extracurricular activities this year because special busses were available. About 28% said many or very many students participated because of bus availability. Only six percent of all administrators reported that few students participated in extracurricular activities due to the availability of busses.

- Central administrators were more positive about the value of busses for extracurricular participation than secondary administrators. However, both groups seemed to think the student busses were helpful.

Question 17: How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year?

GROUP	MUCH LESS	LESS	SAME	MORE	MUCH MORE
All Administrators	0	21	45	31	2
Elementary	0	11	44	41	4
Central	0	40	47	13	0
All Teachers	7	23	49	17	4

Figure D-16. ADMINISTRATOR RESPONSES ON TIME TEACHERS SPENT TEACHING.

Seventy-six percent of the administrators reported that teachers in their schools were able to devote the same amount of time or more to teaching this year compared to last year. Again, it is interesting to note the differences between the responses of the central administrators and the other administrator groups. The central administrators report the teachers having less time and energy. The teachers' responses seem to be between those of the central and campus administrators.

Question 18: How valuable have the ESAA site monitors been to your school this year?

GROUP	A WASTE OF RESOURCES	NOT PARTICULARLY VALUABLE	VALUABLE	VERY VALUABLE	NOT APPLICABLE
All Administrators	2 (4)*	5 (9)	10 (19)	37 (69)	46
Elementary	4 (8)	7 (14)	4 (8)	36 (72)	50
Central	0	0	25 (37)	42 (63)	33

*The numbers in parentheses indicate the percentage of responses from administrators to whom the question was applicable.

Figure D-17. ADMINISTRATOR RESPONSES CONCERNING ESAA SITE MONITORS.

About half (47%) of all administrators reported that ESAA site monitors were valuable or very valuable to their schools. Forty percent of the elementary administrators rated the monitors as valuable, while 67% of the central administrators responded this way. Once again, responses to Question 18 show a strong difference of opinion between central and campus-level administrators. Central administrators viewed the site monitors as much more valuable.

81.73

Effect of Lines on Response Rates

The percent of respondents answering the open-ended questions was calculated based on whether lines were provided for their answers or not. Results are shown below.

QUESTION	NO LINES #	NO LINES %	LINES #	LINES %
21. School goal setting	42	61.8	32	50.8
22. Desegregation	51	75.0	38	60.3
23. Staff personnel	48	70.6	34	54.0
Total Respondents to Survey = 131	N = 68		N = 63	

Figure D-18. RESPONSE RATES TO OPEN-ENDED QUESTIONS WITH AND WITHOUT LINES PROVIDED FOR RESPONSES.

As the figure shows, respondents were more likely to respond when no lines were printed.

Attachment D-1

81.73

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 16, 1981

TO: Persons Addressed

FROM: Freda Holley Freda

SUBJECT: Questionnaires for Teachers, Administrators

One of our goals at ORE this year is to decrease the amount of time we ask teachers and administrators to spend on non-instructional activities. With this in mind, we are this year sending our yearly teacher and administrator surveys to about 50% of each group, and including items for all of our evaluations which specify staff input.

We will be using a new computer generated form for the teacher survey so each teacher will receive a random sample of general questions, plus specific questions for particular groups (e.g., Title I, secondary, music, reassigned). Each survey form will be unique, and they will all be brief.

If you or your staff plan to gather data from teachers or administrators, we would like to include your top priority items on our surveys. This would save time for everyone. If you do have a few items you would like to add, now is the time to think about them. We are working on the surveys this month, and our absolute deadline for input is December 18. We would need a list of items, and whether they are aimed at any specific group. If so, we need a roster of the group, with social security numbers.

If you have any questions, please call me, Elaine Jackson, or Nancy Baenen.

EJ:rrf

Persons Addressed:
- John Ellis
- David Hill
- James Jeffrey
- J. M. Richard
- Hermelinda Rodriguez
- Mauro Reyna
- Leticia Contreras-Hinojosa
- Lawrence Buford
- Ruth MacAllister
- Maud Sims
- Timy Baranoff
- Mike Lehr
- Jetta Todaro
- Lee Laws

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QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

	FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1.	The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas.	5	4	3	2	1	0
2.	There is adequate coordination among special education, bilingual education, and "regular" education.	5	4	3	2	1	0
3.	The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students.	5	4	3	2	1	0
4.	The District's emphasis on attendance has helped improve achievement in the basic skills.	5	4	3	2	1	0
5.	Districtwide staff development activities have contributed to the improvement of:						
	a. administrator competencies	5	4	3	2	1	0
	b. teacher competencies	5	4	3	2	1	0
	c. teachers' ability to teach language arts.	5	4	3	2	1	0
6.	The Office of Staff Personnel is effective in carrying out its assigned duties.	5	4	3	2	1	0
7.	Students are as well or better adjusted to desegregation this year than they were last year.	5	4	3	2	1	0
8.	Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation).	5	4	3	2	1	0
9.	The Messenger is effective in communicating AISD activities to District employees and the community.	5	4	3	2	1	0
10.	The Messenger's article formats are appealing.	5	4	3	2	1	0
11.	The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements.	5	4	3	2	1	0
12.	The present school goal-setting process is effective in improving AISD.	5	4	3	2	1	0
	FOR ELEMENTARY ADMINISTRATORS ONLY:						
13.	The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy.	5	4	3	2	1	0
	FOR ELEMENTARY ADMINISTRATORS ONLY:						
14.	Teachers are adequately prepared to foster learning in students who have been retained in a grade.	5	4	3	2	1	0
	FOR SECONDARY ADMINISTRATORS ONLY:						
15.	The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.	5	4	3	2	1	0

81.73 **SCHOOL ADMINISTRATORS ONLY:**

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students?

Very Little	Little	Some	Much	Very Much	Not Applicable
1	2	3	4	5	6

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year?

Much Less	Less	Same	More	Much More
1	2	3	4	5

18. How valuable have the ESAA site monitors been to your school this year?

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
1	2	3	4	5

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available?

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
1	2	3	4	5	6

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system?

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
1	2	3	4	5

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

Send to:

CAMPUS MAIL

Nancy Baenen
Administration Building
Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 8, 1982

TO: Selected Administrators

FROM: Nancy Baenen Nancy Baenen

SUBJECT: Administrator Survey

Help! We really would like to have your opinions about the issues addressed in the Administrator Survey. The form only takes a few minutes to complete and responses are confidential. So hurry! Please send in your form by March 31.

Thank you. If you have just sent in your Administrator Survey, please disregard this memo.

NB:rrf

Approved: Freda Holley
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary

Approved: D. David Hill
David Hill, Acting Assistant Superintendent for Secondary

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CUESTIONS FOR ADMINISTRATORS
SPRING 1982

Attachment D-4
(Page 1 of 8)

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
All Administrators N = 131	5	4	3	2	1	0
	%	%	%	%	%	%
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N = 130	7.7	66.9	13.8	5.4	0.0	6.2
2. There is adequate coordination among special education, bilingual education, and "regular" education. N = 128	0.0	19.5	18.8	44.5	8.6	8.6
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N = 130	0.8	41.5	30.8	16.2	3.1	7.7
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N = 129	6.2	45.0	27.1	9.3	0.0	12.4
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N = 129	2.3	35.1	27.9	24.0	4.7	5.9
b. teacher competencies N = 124	4.8	33.9	26.6	21.0	1.6	12.1
c. teachers' ability to teach language arts. N = 125	3.2	26.4	33.6	14.4	2.4	20.0
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N = 126	4.0	38.1	25.4	17.5	6.3	8.7
7. Students are as well or better adjusted to desegregation this year than they were last year. N = 131	12.2	56.5	16.0	2.3	2.3	10.7
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N = 119	14.9	30.7	22.8	3.5	2.6	25.4
9. The Messenger is effective in communicating AISD activities to District employees and the community. N = 130	12.3	62.3	16.2	4.6	1.5	3.1
10. The Messenger's article formats are appealing. N = 130	11.5	57.7	23.8	4.6	1.5	0.8
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N = 130	13.5	57.7	18.1	6.2	2.3	2.3
12. The present school goal-setting process is effective in improving AISD. N = 130	3.8	48.5	23.8	15.4	1.5	6.9
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N = 56	19.6	57.1	14.3	3.6	0.0	5.4
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N = 55	7.3	14.5	27.3	36.4	5.5	9.1
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N = 48	2.1	47.9	20.8	14.6	0.0	14.6

81.73

SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N=91

Very Little	Little	Some	Much	Very Much	Not Applicable
12.1%	19.8%	17.6%	4.4%	5.6%	40.7%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N=42

Much Less	Less	Same	More	Much More
0.0%	21.4%	45.2%	31.0%	2.4%

18. How valuable have the ESAA site monitors been to your school this year? N=41

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
2.4%	4.9%	9.8%	36.6%	46.3%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N=32

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
3.1%	3.1%	34.4%	21.9%	6.3%	31.3%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N=123

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
4.1%	18.7%	52.0%	20.3%	4.9%

21. The best way to improve the present school-wide goal-setting process might be to:

____

____

22. What is the largest remaining problem related to desegregation?

____

____

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

____

____

All Administrators

Send to:

Nancy Baenen
Administration Building
Box 79

CAMPUS MAIL

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QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT. Elementary Administrators N=30	STRONGLY AGREE 5 %	AGREE 4 %	NEUTRAL 3 %	DISAGREE 2 %	STRONGLY DISAGREE 1 %	DON'T KNOW 0 %
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N=30	16.7	70.0	10.0	0.0	0.0	3.3
2. There is adequate coordination among special education, bilingual education, and "regular" education. N=29	0.0	24.1	31.0	34.5	3.4	6.9
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N=29	0.0	37.9	37.9	6.9	10.3	6.9
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N=28	7.1	39.3	32.1	3.6	0.0	17.9
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N=30	3.3	36.7	26.7	26.7	0.0	6.7
b. teacher competencies N=30	6.7	33.3	26.7	23.3	0.0	10.0
c. teachers' ability to teach language arts. N=30	6.7	23.3	43.3	16.7	0.0	10.0
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N=29	6.9	41.4	31.0	13.8	0.0	6.9
7. Students are as well or better adjusted to desegregation this year than they were last year. N=30	13.3	43.3	20.0	3.3	0.0	20.0
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N=28	21.4	35.7	25.0	0.0	0.0	17.9
9. The Messenger is effective in communicating AISD activities to District employees and the community. N=30	10.0	66.7	13.3	0.0	3.3	6.7
10. The Messenger's article formats are appealing. N=30	0.0	80.0	13.3	3.3	3.3	0.0
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N=30	30.0	43.3	16.7	3.3	3.3	3.3
12. The present school goal-setting process is effective in improving AISD. N=30	3.3	53.3	23.3	16.7	0.0	3.3
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N=29	24.1	58.6	13.8	3.4	0.0	0.0
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N=27	11.1	25.9	25.9	25.9	3.7	7.4
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N=0	0.0	0.0	0.0	0.0	0.0	0.0

81.73 **SCHOOL ADMINISTRATORS ONLY:**

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N-29

Very Little	Little	Some	Much	Very Much	Not Applicable
10.3%	20.7%	10.3%	3.4%	6.9%	48.3%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N=27

Much Less	Less	Same	More	Much More
0.0%	11.1%	44.4%	40.7%	3.7%

18. How valuable have the ESAA site monitors been to your school this year? N-28

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
3.6%	7.1%	3.6%	35.7%	50.0%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N=0

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N=29

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
3.4%	31.0%	48.3%	10.3%	6.9%

21. The best way to improve the present school-wide goal-setting process might be to:

____

____

22. What is the largest remaining problem related to desegregation?

____

____

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

____

____

Elementary Administrators

Send to:

Nancy Baenen
Administration Building
Box 79

CAMPUS MAIL

81.73

QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT. N = 33 Secondary Administrators	STRONGLY AGREE 5	AGREE 4	NEUTRAL 3	DISAGREE 2	STRONGLY DISAGREE 1	DON'T KNOW 0
	%	%	%	%	%	%
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N = 33	3.0	81.8	9.1	0.0	0.0	6.1
2. There is adequate coordination among special education, bilingual education, and "regular" education. N = 31	0.0	19.4	22.6	35.5	12.9	9.7
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N = 33	0.0	42.4	30.3	24.2	0.0	3.0
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N = 33	9.1	45.5	30.3	9.1	0.0	6.1
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N = 32	3.1	31.3	34.4	28.1	0.0	3.1
b. teacher competencies N = 30	3.3	30.3	33.3	23.3	0.0	6.7
c. teachers' ability to teach language arts. N = 29	0.0	24.1	34.5	27.6	0.0	13.8
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N = 31	0.0	51.6	22.6	16.1	6.5	3.2
7. Students are as well or better adjusted to desegregation this year than they were last year. N = 33	24.2	42.4	21.2	0.0	6.1	6.1
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N = 32	31.3	34.4	18.8	3.1	6.3	6.3
9. The Messenger is effective in communicating AISD activities to District employees and the community. N = 32	12.5	56.3	28.1	3.1	0.0	0.0
10. The Messenger's article formats are appealing. N = 32	6.3	53.1	31.3	6.3	3.1	0.0
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N = 33	9.1	66.7	12.1	6.1	3.0	3.0
12. The present school goal-setting process is effective in improving AISD. N = 32	3.1	53.1	21.9	18.8	0.0	3.1
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N = 1	0.0	0.0	0.0	100.0	0.0	0.0
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N = 1	0.0	0.0	0.0	0.0	0.0	100.0
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N = 32	0.0	56.3	21.9	15.6	0.0	6.3

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SCHOOL ADMINISTRATORS ONLY:

81.73 16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N = 31

Very Little	Little	Some	Much	Very Much	Not Applicable
22.6%	19.4%	22.6%	0.0%	3.2%	32.3%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N = 0

Much Less	Less	Same	More	Much More
0.0%	0.0%	0.0%	0.0%	0.0%

18. How valuable have the ESAA site monitors been to your school this year? N = 0

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
0.0%	0.0%	0.0%	0.0%	0.0%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N = 25

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
4.0%	4.0%	40.0%	16.0%	8.0%	28.0%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N = 32

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
6.3%	12.5%	59.4%	15.6%	6.3%

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

Secondary Administrators

Send to:

CAMPUS MAIL

Nancy Baenen
Administration Building
Box 79

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QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT. Central Administrators N=68	STRONGLY AGREE 5	AGREE 4	NEUTRAL 3	DISAGREE 2	STRONGLY DISAGREE 1	DON'T KNOW 0
	%	%	%	%	%	%
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N=67	6.0	58.2	19.4	10.4	0.0	7.5
2. There is adequate coordination among special education, bilingual education, and "regular" education. N=68	0.0	17.6	11.8	54.4	7.4	8.8
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N=68	1.5	42.6	27.9	16.2	1.5	10.3
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N=68	4.4	47.1	23.5	11.8	0.0	13.2
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N=67	1.5	38.8	22.4	20.9	9.0	6.0
b. teacher competencies N=64	4.7	35.9	21.9	18.8	3.1	15.6
c. teachers' ability to teach language arts. N=66	3.0	30.3	27.3	7.6	4.5	27.3
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N=66	4.5	25.8	25.8	19.7	9.1	12.1
7. Students are as well or better adjusted to desegregation this year than they were last year. N=68	5.9	69.1	11.8	2.9	1.5	8.8
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N=54	1.9	27.8	22.2	5.6	1.9	40.7
9. The Messenger is effective in communicating AISD activities to District employees and the community. N=68	13.2	63.2	11.8	7.4	1.5	2.9
10. The Messenger's article formats are appealing. N=68	19.1	50.0	25.0	4.4	0.0	1.5
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N=67	16.4	61.2	11.9	7.5	1.5	1.5
12. The present school goal-setting process is effective in improving AISD. N=68	4.4	42.6	26.5	13.2	2.9	10.3
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N=25	16.0	60.0	16.0	0.0	0.0	8.0
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N=26	3.8	3.8	30.8	50.0	7.7	3.8
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N=16	6.3	31.3	18.8	12.5	0.0	31.3

81.73 SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N = 31

Very Little	Little	Some	Much	Very Much	Not Applicable
3.2%	19.4%	22.6%	9.7%	6.5%	38.7%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N = 15

Much Less	Less	Same	More	Much More
0.0%	40.0%	46.7%	13.3%	0.0%

18. How valuable have the ESAA site monitors been to your school this year? N = 12

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
0.0%	0.0%	25.0%	41.7%	33.3%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N = 7

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
0.0%	0.0%	14.3%	42.9%	0.0%	42.9%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N = 62

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
3.2%	16.1%	50.0%	27.4%	3.2%

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

Central Administrators

Send to:

Nancy Baenen
Administration Building
Box 79

CAMPUS MAIL

Attachment D-5
(Page 1 of 4)

ITEM 21— "Questions for Administrators" Survey

The best way to improve the present school-wide goal-setting process might be to:

Suggestions	Number Suggesting
GET MORE INPUT	22
1. Involve as many people as possible that are directly involved in the process.	7
2. Involve principals more.	2
3. Involve more administrators with experience in this area.	1
4. Get more input from families on what they want and set related goals.	3
5. Ask individual teachers to determine student needs.	1
6. Involve coordinators at campuses.	1
7. Involve all elements: parents, administrators, teachers, students.	1
8. Have principals work together at pre-school workshop (or end of school workshop) to establish goals that reflect District goals.	1
9. Have workshop (like 8) in August.	1
10. Have local staff development in spring or August (2 days extra) for staff planning as done two years ago.	1
11. Ask each building or division to submit their systemwide goals and have ORE summarize them into a general list as District goals (reverse present topdown process).	2
12. Identify top priority areas by involving faculties in data analysis, problem identification, and needs for training. Then make quality, in-depth development activities which really prepare teachers to implement a high-quality instructional program.	1

	Suggestions	Number Suggesting
	WORK ON THE NATURE OF THE GOALS	13
1.	Insist all goals be measureable; specific; realistic.	4
2.	Develop attainable goals with appropriate staff input.	1
3.	State all goals in terms of student learning.	1
4.	Set one goal.	1
5.	Don't set too many goals.	1
6.	Submit goals for review/approval.	1
7.	Find ways of more specifically identifying problems as they exist in the schools.	1
8.	Broaden scope beyond language arts and social studies.	1
9.	Every department should have a writing goal.	1
10.	Ensure every employee knows the District philosophy following Forming the Future.	1
	PROVIDE MORE TRAINING	15
1.	Provide schools with more training about: the general nature of the goals and process--how to set goals--what data to use--who should be included--relevancy of goals, etc.	5
2.	Ensure more consistency from school to school through training and supervision.	1
3.	Utilize successful principals in training principals and perhaps staff.	1
4.	Provide inservice on goal setting to specific principals in need.	1
5.	Have a panel discussion by administrators for administrators. This would provide good review on process and more effective goal setting.	1
6.	Have principals work together at workshop to establish goals reflecting District goals.	1
7.	Give a specific time to accomplish task.	1
8.	Have staff development to teach writing skills to administrators/teachers; everyone should have writing goal.	1

9.	Systematically determine top priorities with faculty input. Then make quality, in-depth development activities which really prepare teachers to implement a high quality instructional program.	1
10.	Assess weakest areas of all students served and base goals on these.	1
11.	AISD should offer courses in basic skills in conjunction with the University to enable staff to update skills.	1
	CHANGE FREQUENCY OF GOAL SETTING	3
1.	Review goals periodically.	1
2.	Change from an "every year" goal setting process to a more in-depth three-to-five-year process.	1
3.	Allow at least two years for implementation of the goal.	1
	INCLUDE MORE EVALUATION AND FOLLOWUP	10
1.	Monitor the process better. Utilize support teams to assist schools in meeting goals.	2
2.	Have a mid-year followup with staff on progress towards school-wide goals.	1
3.	Hold schools more accountable for reaching goals. Evaluate individual schools on goals set.	3
4.	Add assistants to help evaluate the goals--burden is on teachers now.	1
5.	Offer salary bonus to personnel of school making a certain percent gain on achievement of District/school goals (incremental, not all or nothing).	1
6.	Assure that there is follow-up; share results with all school personnel. Insure that products of process are used and valued in an on-going planning instrument.	2

GENERAL		12
1. Incorporate ideas from Forming the Future plus Ron Edmund's research.	1	
2. Link goals to a pragmatic system for allocation of resources such as gifted/talented, art enrichment, special services.	1	
3. Model the process with administrators who model it with staff and parents. Have teachers model process with students.	1	
4. Look at failure rate closely and try to determine the cause(s).	1	
5. Get the media (TV, radio) more involved.	1	
6. Don't know what the process is.	1	
7. Make sure that all goals have commonality across schools but still have room for uniqueness.	1	
8. Refine as needed.	2	
9. Insist process be used once it's refined. Get statements from those who've used the process effectively.	1	
10. Tie the goals to the educational process.	1	
11. To develop a mutual awareness of a need that should be addressed.	1	
DON'T CHANGE THE PROCESS		4
1. Process is fine now.	4	
TOTAL SUGGESTIONS		79
SURVEYS WITH NO RESPONSE		58

Item 22 - "Questions for Administrators" Survey

What is the Largest Remaining Problem Related to Desegregation?

SUGGESTION	NUMBER SUGGESTING
THE QUALITY OF EDUCATION	19
1. The ability to maintain or achieve high quality and high academic performance for all ethnic groups.	5
2. Maintaining an attractive and appropriate curriculum with highly competent and understanding teachers.	1
3. Teachers (and schools) still don't have the expertise to deal with multi-level, multi-cultural classrooms.	8
4. Assuring parents of the quality of education.	1
5. Quit talking about desegregation and get on with the process of education.	1
6. Enabling students to seek tutorial assistance in a more feasible way. Many have to do it after school now and wait a full hour for the late bus.	1
7. Some slower achieving students, especially on the secondary level, appear not to receive extra educational assistance.	1
8. The insistence in some schools of placing low SES (or culturally different) students in special education rather than having the regular teacher meet their educational needs.	1
BUSSING	16
1. Required bussing.	10
2. The idea that it is not OK to ride the bus and that it is to blame for any problems.	1
3. Bad publicity about the bus breakdowns.	1
4. Bus safety.	1
5. Bus drivers--people hired have trouble dealing with students.	1
6. Proper control of noise level, attitude, and decor on busses.	1
7. Parents and students are still opposed to forced bussing.	1

	INTERPERSONAL RELATIONS/ATTITUDES	15
1.	Teacher attitudes toward students.	1
2.	Prejudiced teachers!	1
3.	Society; racism.	2
4.	Getting rid of stereotype that minority students can't achieve as well as others.	1
5.	Teachers not accepting assignments willingly--even eagerly.	1
6.	Insensitivity to minority children by teachers and administrators (especially teachers); being fair to all students.	4
7.	Attracting middle class students to east Austin K-3 schools.	1
8.	Dealing with parents/students/administrators who flagrantly ignore the desegregation order--parents who go to the extreme in lying about addresses.	2
9.	Interpersonal relationships and skills--particularly among students and some faculty. Too much concentration on cognitive rather than affective.	2

	RESOURCES	10
1.	Decreases in funding.	2
2.	Continued funding to enable appropriate instruction of all ethnic groups.	1
3.	Minority staffing percentages should equal the minority student percentages.	2
4.	Desegregation--retention--fewer Title I and Special Education teachers; these combined may lead to problems.	1
5.	Inefficiency.	1
6.	Lack of adequate support personnel in paired schools.	1
7.	Providing tutorial help at times besides after school.	1
8.	The underrepresentation of Blacks in higher administration. They thus have little input into the decision-making process.	1

	WHITE FLIGHT	10
1.	White flight--it is still driving many students to other school systems.	7
2.	Getting "white-flight" families to return to AISD.	1
3.	Providing adequate information to parents about the advantages of attending AISD schools; we have better teachers and more resources than other schools.	2

ACHIEVEMENT		8
1. Attaining high academic performance for all ethnic groups.	4	
2. Determining what changes in "the plan" need to be considered to maximally benefit minority achievement.	1	
3. Decreasing failures of underachievers through increased sensitivity to their needs.	1	
4. Raising the competency levels of minority students.	1	
5. Developing early identification methods for preparing minorities to take advantage of advanced level courses (e.g. math and science).	1	

INCREASING PARENT INVOLVEMENT		7
1. A need for more parent involvement--motivate them to participate in school sponsored activities and assume more responsibility for students' academic success (via encouragement).	4	
2. Lack of parent involvement and an adequate sense of ownership among parents of students who attend school outside their neighborhood (especially minority parents).	3	

DESEGREGATION		6
1. Desegregation of students and faculties within buildings--within classrooms.	2	
2. Designing programs to prevent resegregation (e.g. setting policy regarding changing attendance patterns in the future; watching balance over next 3-5 years closely--adjusting boundaries in a year or so if necessary).	3	
3. Doing the job instead of selling the idea.	1	

IMPROVING COMMUNICATION/PR		6
1. Providing adequate information to parents about the advantages of attending AISD schools; we have better teachers and more resources than other schools.	2	
2. Providing more PR on the positive things happening in the public schools.	1	
3. Continuing communication with parents and the community.	1	
4. Fragmentation of the school community including the difficulty of managing an effective school-community relations effort.	1	
5. The lack of information dispersal regarding building a new Kealing (Jr. High) as outlined in the Consent Decree.	1	

MISCELLANEOUS		6
1. Inability to set long-range goals.	1	
2. Construction of new facilities.	1	
3. Keeping principals in the dark until the last minute.	1	
4. Desegregation has not equalized the ethnic balance at all the schools.	1	
5. Improved attendance.	1	
6. Too few minorities participating in extra-curricular activities.	1	
TRANSPORTATION		4
1. Transportation for after-school programs at the secondary level.	1	
2. Getting students where they belong at the appropriate time.	2	
3. Distance/inconvenience.	1	
TOTAL RESPONSES		107
SURVEYS WITH NO RESPONSE		50

ESAA/District Priorities--Systemwide Desegregation

Appendix E

SCHOOL LEAVER FILE

File Description: School Leaver File

Brief description of the data file:

The school Leaver File contains demographic and academic information for 4,829 students attending AISD schools in 1978-79 and who were 14 years old that year. For details regarding the contents of this file, see Attachment E-4.

Which students or other individuals are included on the file?

All students who enrolled in an AISD school sometime during the 1978-79 school year and whose birthdays were between 9-2-63 and 9-1-64. Students withdrawing from schools other than the ten junior high schools, the nine senior high schools, or the alternative high school were removed.

How often is information on the file added, deleted, or updated?

To be determined.

Who is responsible for changing or adding information to the file?

To be determined.

How was the information contained on the file gathered?

The information was gathered from the Student Master File End of the Year tapes for 1978-79, 79-80, and 80-81, the December 1981 Student Master File, the Student Grade Reporting (SGR) file and SGR-History file, the OSA History file, and the ORE Testing file. Information about dropout status was gathered from review of local campus records (Permanent Record Cards).

Are there problems with the information on the file that may affect the validity of the data?

Yes. Drop reasons, entry date #2, #3, inactive date #2 are not on the file for 1979-80. GPA 77-78 is missing for 1062 (20%) of the sample. Credits for 77-78 are missing for 3,746 students. Math and Reading Competency information was never entered on file. Test scores for 79-80 are presently inaccesable due to the data being in "packed" format. No students were assigned Special Ed. Status.

What data are available concerning the accuracy and reliability of the information on the file?

A printout of variable ranges and the number of blanks and zeros on each variable is available, as are frequency tables for Sex, Ethnicity, Leaver Codes, Withdrawal date #1 all four years drop reason 1978-79, 80-81, 81-82, LEP status, GPA 1977-78, number of disciplinary incidents 1977-78, and drop code.

Are there normative or historical data available for interpreting the results?

No.

Brief description of the file layout:

See Attachment E-4.

SCHOOL LEAVER FILE

Purpose

The School Leaver File (SLF) was created and used to answer the following decision and evaluation questions from the ESAA/District Priorities--Systemwide Desegregation Evaluation Design for 1981-82.

Decision Question D3: Should the District provide additional attention to the identification of potential dropouts and to developing programs to keep them in school?

Evaluation Question D3-2: What are the reasons for withdrawal given in the student master file?

Evaluation Question D3-3: Are there trends in the numbers of students leaving AISD in recent years?...in the reasons that they leave?

Evaluation Question D3-4: Can available information be used to identify students who are likely to drop out of school?

Evaluation Question D3-5: When a group of students is followed for several years, what do the findings reveal about:

a) the number who drop out,
b) the number who graduate,
c) the number who drop out, then drop back in,
d) the number who drop out during the summer compared with the number who drop out during the school year?

Procedure

Development of the School Leaver File (SLF).

The identification of a withdrawn student as either a dropout or a transfer is a costly process, involving either direct interviews with the student, or notification from another school that the student has enrolled there. Because of the cost of obtaining this kind of information, one base was created to answer all of the evaluation questions.

All students who were listed on the 1978-79 End-of-the-Year (EOY) Student Master File (STUDMAST) and who had birthdays between 9-2-63 and 9-1-64 were included on the original file. This resulted in 5,149 cases.

Next, the ID numbers of these students were to be matched with ID numbers appearing on the 1979-80 EOY STUDMAST, the 1980-81 EOY STUDMAST, and the December 1981 STUDMAST. This involved obtaining the computer tapes of these files, tapes which are not maintained longer than a week unless they are needed for special projects. The 1978-79 and 1980-81 tapes were located fairly easily, but the 1979-80 tape could not be found initially. Instead, our SLF was built using a mid-year 1979-80 STUDMAST tape and a Spring 1980 Student Grade Report file. This was not the most satisfactory data situation, and we detected several problems with the data we had from 1979-80. Our records indicated ten times the usual number of students withdrawing before the end of the 1979-80 school year, but with most of these students returning in August 1980. Unfortunately, we could not be sure that this was entirely the result of bad data, because Spring 1980, when most of the withdrawals were occurring, was when families were finding out whether their children were to be reassigned to another school as part of the desegregation plan. Thus, this may have been either a real pattern of great interest to the district, or an artificial pattern caused by the method in which the data had to be generated for this year. Luckily, an EOY STUDMAST file tape for 1979-80 was located and we rebuilt our SLF using this tape. The "strange" leaving-pattern observed for 1979-80 dissappeared to some extent, although 1979-80 remained the year that had the most number of withdrawals from the district, and Fall 1980 remained the semester that had the highest number of "returnees" to the district.

A four-digit "leaver code" was assigned to each student. Each digit represents that student's status during that year (see Figure E-1 for a description of each leaver code). A frequency count of leaver codes occurring on the file revealed five cases which had "strange" patterns, such as graduating during the second year of the study and reentering as a tenth-grade student during the fourth year (a code of 1301). Four of these five students had left from one of the "special schools," and so their records were dropped from the file. Another had actually graduated, and after two years his number had been reassigned to another student, who was entering as a tenth-grade student; this student's leaver code was adjusted from 4001 to 4000.

The nature of the leaver-code information allowed examination of some very complex patterns of enrollment. Students who received a leaver code of 1540, for example, entered school at the beginning of the year and stayed throughout the first year, they again entered at the beginning of the second school year, but left school before the end of the second year. They entered on time but graduated during their third year, and of course, did not enter AISD during their fourth year. To ease interpretation of this enrollment data, a frequency count of students by leaver code and drop code was made and the results illustrated with "leaver lattices." Drop code is a single digit indicating whether a student is a transfer, a dropout, an other leaver, a leaver whose status is unknown, or a stay-in. The method of obtaining this drop code information is described below.

The lattices which were obtained, a guide to reading them, the rules for obtaining the counts, and the algebraic rules for determining the logical consistency of the counts are contained in Attachment E-1. One lattice was generated for every sex by ethnicity by grade level combination where grade level is above grade level, on grade level, or below grade level.

This gave a total of eighteen lattices. These were combined over both sexes, over the three grade levels, and over the three ethnic groups. For this class, it thus becomes possible to determine the probability of dropping out given the student's sex, ethnicity, and grade level.

A student who appeared on the 1978-79 STUDMAST should have appeared on at least the 1979-80 and 1980-81 STUDMAST files. However, there were a number of students whose ID numbers did not appear on these subsequent files. A list of these students' names, ID numbers, and birthdates were made, and these were manually compared with student's names, ID numbers, and birthdates appearing on the later files. These students had been reassigned ID numbers; their ID numbers on the 1978-79 file were changed to the subsequent ID numbers. Because of the original reassignment of student numbers, there were some duplicate cases appearing on the file, which were now removed. This resulted in 5,099 cases remaining on the base SLF file.

All students who had dropped from special schools (see Figure E-2 for a list of these schools) were also removed from the file. These students were removed because it was assummed that the reasons for their leaving would be quite different than students leaving from the ten junior high schools, the nine senior high schools, or the alternative high school. It was belived that patterns of leaving from these special schools were quite different from the regular AISD schools, and would represent a very small proportion of all the AISD school leavers. Leaving these students in our file would have made general patterns less apparent. There were now 4,829 cases in the SLF file.

High schools were contacted about the study. The SLF file was used to print pages containing student name, ID number, sex, birthdate, date of withdrawal, and the school from which the student withdrew. Only the records of the 1,466 students who had withdrawn were printed. These forms were taken to the high schools from which the high school withdrawals had left. An example of this form is included in Attachment E-2. These students' Permanent Record Cards (PRCs) were located and examined to determine if the student was likely to have been a transfer or a dropout. This determination was made on the basis of whether there was a notation on the PRC that the student's transcript had been sent to another school. If it had, the student was considered a "transfer" (coded "0") and if it had not, the student was considered a "dropout" (coded "1"). An example of the PRC is included in Attachment E-3.

This determination was not clear-cut. Several students who withdrew had had their transcripts requested by training institutions from which they would learn a trade but from which they would not be obtaining a high school diploma. Whether these students can be considered "dropouts" depends on one's point of view. They are dropouts in that they are not completing high school; however, they are continuing their education, and are likely to be more employable than someone who receives no further training. These students were combined into a category called "other" (coded "2"). This category also included those who had joined the armed services, those who were incarcerated, and those who were deceased. A list of withdrawal status of all of these students is given in Figure E-3.

At Lanier High School, only one out of 190 withdrawals had had a transcript request. This was so disparate from the proportion of half dropouts, half transfers which was found at other schools that it was assummed that this variance was due to a difference in record-keeping procedures and that it would not be possible to classify the Lanier leavers as either drops or transfers using school records. Therefore this group of 190 withdrawals from Lanier was coded "3."

For some 15% of the students on our SLF file who had withdrawn, no PRC could be found. These students' status was therefore unknown. A "second sweep" of the high schools was done to reduce this number of unknowns. Each high school's PRC files were searched for the PRCs of those students for whom records were not found on the first sweep. This resulted in reducing the proportion of unknowns in the high school sample to 4%. Junior high withdrawals were also included in the second sweep of high schools in the belief that their PRCs may have been sent to the high schools that they were projected to attend. Eighty of the junior high withdrawals were identified in this process; forty could not be found at the high schools. The cumulative folders of junior high students are maintained at the junior high school where the student was in attendance for two years after the student leaves the school, unlike high school PRCs, which are kept forever at the high school. After two years, these cumulative folders are sent to the Carruth Annex warehouse.

Junior high principals were informed of the study and coders went out to all ten junior high schools as well as the Carruth Annex to locate the 40 cumulative folders for the junior high withdrawals with "unknown" status. The remaining total of 120 high school and junior high school withdrawals of "unknown" status had drop status coded as "4." Figure E-4 provides a listing of the five drop codes given to withdrawn students.

The resulting file was then matched with various other data files in an attempt to collect the information described in Figure E-5. The file layout is shown in Attachment E-4. A copy of the file was taken to UT for analysis. The format of that file was modified slightly and does not match Attachment E-4.

The results are presented below by evaluation question. The specific procedures used in doing the analyses are presented with the results.

Results

Evaluation Question D3-5: When a group of students is followed for several years, what do the findings reveal about:

a) the number who drop out,
b) the number who graduate,
c) the number who drop out, and then drop back in,
c) the number who drop out during the summer compared with the number who drop out during the school year?

A frequency count of each leaver code (Figure E-1) was made in order to obtain information about the number of stay-ins and the number of students who had withdrawn and not come back, and the number who had withdrawn and returned to AISD schools. A frequency count of drop codes (0 = transfer, 1 = dropout, 2 = other, 3 = Lanier, 5 = unknown) was made to determine the number of dropouts and transfers from the sample; these counts are documented in Attachment E-5.

As of December, 1981, 3,363 (69.6%) of the original 4,829 students who entered AISD schools in Fall 1978 were still enrolled in AISD schools. Of these students still enrolled, only 2,409 (71.6%) were enrolled continuously from Fall 1978 until December 1981. About 8% (270) had graduated before the fourth year.

Of the 1,466 students who had withdrawn over the four year period, Permanent Record Cards (PRCs) could only be located for 1,361 (92.8% of all withdrawals). Further, the records of students withdrawing from Lanier High School (N = 189, or 12.9% of all withdrawals) were not considered usable because transcript requests were not reported on the PRCs at Lanier. This left a usable base of 1,277 withdrawals (87.1% of withdrawals). Of this group, 573 students were classified as having transferred (45.2% of those with usable records), 566 (44.3%) as having dropped out, 33 (2.6%) as leaving school for reasons other than dropping out or transferring, and 105 (8.2%) with status unknown. The present status of all of the students in our sample is summarized in Figure E-6.

The number of dropouts and transfers given in Figure E-6 are conservative because students with unknown status but who are likely dropouts have not been counted. A substantial number (189) of these students with unknown dropout status withdrew from Lanier High School which did not record transcript requests on student PRCs. If it can be assumed that the proportion of school leavers from the other AISD high schools who are droputs (44.3%) is a good estimate of the proportion of Lanier school leavers who are dropouts, it is possible to estimate the total number of dropouts from AISD.

For example: Total number of dropouts = total number dropouts from other AISD high schools plus .44323 times the number of school leavers from Lanier.

This procedure results in the estimates found in Figure E-7.

These estimates are also somewhat conservative, because students leaving in the last half of the 1981-82 school year have not been counted.

Evaluation Question D3-4: Can available information be used to identify students who are likely to drop out of school?

The School Leaver File contains a great deal of information about the 4,829 students in the original sample. Variables contained in this file are listed in Figure E-5. In order to determine with what degree of accuracy dropping out could be predicted from this group of students, information which was known to the school district before any students could have dropped out was used to attempt to predict dropping out over the next four years. Information from before the 1978-79 school year which was available on our file included: name, date of birth, sex, ethnicity, the school in which the student entered in 1978-79, the date the student entered in 1978-79, 1978-79 enrolled grade, 1977-78 Sequential Tests of Educational Progress scores (if any), grade point average for 1977-78, number of credits earned in 1977-78, and number of serious discipline incidents in 1977-78 consequented by either corporal punishment or suspension.

The SPSS Discriminant Analysis package was used to determine the function best discriminating dropouts from stay-ins using as discriminating variables sex, ethnicity, 1977-78 GPA, serious disciplinary incidents occuring in 1977-78, and a new variable, "age," defined as "2" if the student entered a junior high school in 1978-79 or "1" if the student entered a senior high school in 1978-79. Because grade level in 1978-79 was available on our file only for those students who were above grade level, this new variable (age) was necessarily created.

For the analysis phase of the Discriminant program, 40 percent of the stay-ins and dropouts were randomly selected for use in identifying the discriminant function. The stepwise option was utilized in the analysis, the criterion for variable inclusion being the amount of residual variance that the inclusion of the variable would reduce.

After the analysis phase, the other 60 percent of the dropouts and stay-ins were classified by the function obtained in the analysis phase. Individual group covariance matrices were used during classification, rather than using the pooled matrix, the default option. This is recommended for more accurate classification when individual group covariance matrices can be expected to be significantly different (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). Of the stay-ins, 73% were correctly "predicted" as stay-ins using 1977-78 data. This was only slightly above the chance level of accuracy of 69.7%. Of the dropouts, 70.1% were correctly identified; only 11.7% would be expected to be accurately classified by chance.

The results of the discriminant analysis and classification are contained in Attachment E-6. The standardized discriminant coefficients (see Figure E-8) given to each of the variables entered in the equation are of theoretical and practical interest. The greater the magnitude of the coefficient, the more highly related that variable is to dropping out.

Students least likely to drop out appear to be Black males who are at or above grade level, who have high grades, and who have not been in disciplinary difficulty. The single most important variable, however, is GPA, which by itself accounted for 21% of the variance in dropping out. When the other variables listed above were added, they only accounted for 3% of the additional residual variance. Whether a student is on or below grade level by itself accounted for almost 7% of the variance in dropping out, but it shares most of this variance with GPA. Looking at the characteristics of the dropout sample, it would seem that whether or not a student is Hispanic would be highly predictive of dropping out (22% of the stay-in sample is Hispanic, but 37% of the dropout sample is Hispanic).

However, the relation between being Hispanic and dropping out drops to zero when GPA is entered into the analysis, because of a high relationship between GPA and Hispanic ethnicity.

Summary statistics in Figure E-9 (from Attachments E-7 and E-8) describes the relationship between the discriminating variables and dropping out.

The descriptive statistics describe the dropout sample and stay-in sample in terms of the variables used in the discriminant analysis as well as some variables which were not available to predict dropping out in 1978-79. These data help answer the question: "What are the dropouts like?" A more interesting question though is "What are a student's chances of dropping out given that the sudent has these characteristics?" That question can be answered by looking at dropout rates for students subgrouped on some of the discriminating variables. These dropout rates are tabulated in Figure E-10.

These results indicate that being below grade level greatly increases a student's chances of dropping out, particularly for all women and for Anglo men. Being Hispanic also increases a students chances of dropping out, even if the student is on or above grade level; this may be related to English proficiency, however, as the proportion of Hispanic dropouts who have a home language of Spanish indicates.

The answer to the question "Can available information be used to identify students who are likely to drop out of school?" is clearly affirmative; with a small number of variables (GPA, ethnicity, grade level, sex, and number of disciplinary incidents) dropping out can be predicted with 70% accuracy, a six-fold improvement over guessing.

Evaluation Question D3-2: What are the reasons for withdrawal given in the Student Master File?

The Student Master File contains information about a student's enrollment status and information about a student's demographic characteristics. It contains a student's entry and withdrawal history over one school year, up to three school entries and two school withdrawals. When a student withdraws from an AISD school, the school's registrar completes a withdrawal form (called a PP300 form) and sends this form to the Office of Student Records and Reports. The registrar writes in the reasons why a student is being withdrawn on this form. When Student Records and Reports (SRR) receives this form, the student's reason for withdrawal is coded as one of 37 possible codes. These are contained in Figure E-11. Fourteen of these codes are flagged by SRR as probable dropout codes, and these fourteen codes are listed in Figure E-12. For example, "going to work" is considered a reason associated with probable dropping out. SRR counts the number of students giving any of these fourteen dropout-associated reasons and reports this number to the Texas Education Agency as the number of "school leavers" the district has had—that is, the number of students whom the district does not expect to be returning to school anywhere.

Because the reasons given by school leavers are used to estimate the number of dropouts, it is interesting to examine the relationship between the reason given and actual dropping out. Figure E-13 is a comparison of the reasons given by school leavers in 1978-79 and their actual status as dropouts or transfers. This information is documented in Attachment E-8.

Another look at the ability of reason for leaving to discriminate dropouts from transfers is to examine the chances that a student with a given reason is a dropout as shown in Figure E-14. Except for "change of grade" each of these reasons is one flagged as one given by a likely dropout. However, the eight of the fourteen reasons which were most strongly related to dropping out account for only 46 (23.4%) of the dropouts leaving in 1978-79. Thus, using reasons given by school leavers as estimates of the number of students dropping does not appear to be accurate, although a student giving one of the fourteen flagged reasons is likely to be a dropout. The problem is that students dropping out are almost as likely to tell their registrar that they are transferring as are transfer students, and are not likely to give a dropout-flagged reason.

Evaluation Question D3-3: Are there trends in the number of students leaving AISD in recent years? In the reasons why they leave?

Previous estimates of the number of students dropping out have been based on the numbers of students given the fourteen dropout-flagged reasons. These reasons appear to miss substantial numbers of dropouts who give other reasons, such as "moving out of town" and to misclassify transfers as dropouts when they are dropped for "nonattendance." It therefore does not appear to be possible to compare the numbers of students dropping out from the cohort examined with estimates of dropouts from previous years.

BIBLIOGRAPHY

Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., Bent, D. H. Statistical Package for the Social Sciences, 2nd ed. New York: McGraw-Hill Book Company, 1975.

		Entered AISD		Did not Enter AISD
		Beginning of Year	Middle of Year	
Did not Leave During Year	Did not Graduate	1	2	0
	Graduated	3	4	0
Left During Year	Did not Graduate	5	6	0
	Graduated	7	8	0

Figure E-1. ASSIGNMENT OF LEAVER CODES. Example: A student enters late the first year, but stays until the end of the year; the student enters on time and stays the whole second year. The student enters on time and graduates before the end of the third year, and does not reenter the fourth year. This student would have a leaver code of "2170."

SCHOOL	NUMBER OF CASES
Special Schools:	
Austin State Hospital	14
Bryker Woods Elementary	1
Clifton Center	5
Cresthaven Children's Center	2
Developmental Center	1
Diagnostic Adjustment Center	4
Girlstown	2
Homebound Instruction	3
Lee Elementary	1
Marbridge	2
Mary Lee	17
Teenage Parent Center	23
VH/AH Itinerant	1
Private Schools:	
Allandale Christian Academy	3
Creative Rapid Learning Center	4
Harvest Time Christian	3
Hyde Park Baptist	4
Perry School	2
Saint Ignatius	2
St. Stephens Episcopal	6
South First Academy	8

Figure E-2: NAMES OF SCHOOLS WHOSE STUDENTS WERE REMOVED FROM THE LEAVER FILE.

CATEGORY	NUMBER
Educational-Vocational	
Adult Learning Program	2
Austin Barber College	1
GED	7
Job Corps	2
SER Training Program	1
Southwest School of Electronics	1
Texas Rehabilitation Commission	10
Corrections	
Texas Department of Corrections	1
Texas Youth Council	1
Other	
Human Development Agency-North	1
Rusk State Hospital	1
Deceased	6
Total in "Other" Category	34

Figure E-3. REASONS FOR WITHDRAWAL INCLUDED IN THE "OTHER" CATEGORY OF DROP CODES.

0 = Transfer
1 = Dropout
2 = Other Leaver
3 = Leaver From Lanier High School
4 = Present Status Unknown

Figure E-4. DROP CODES ASSIGNED TO SCHOOL LEAVERS.

1. Student ID
2. Student Name: Last, First, Middle Initial
3. Date of Birth
4. Sex
5. Ethnicity
6. Leaver Code (0-8) 1978-79, 1979-80, 1980-81, and 1981-82.
7. School #1, #2, and #3 for all four years.
8. Entry Date #1, #2, and #3 for all four years.
9. Grade for all four years.
10. Drop Reason #1, #2, and #3 for all four years.
11. Inactive Date #1, and #2 for all four years.
12. LEP status
13. California Achievement Test standard scores for 1977-78 and for 1978-79:
    - Reading Vocabulary
    - Reading Comprehension
    - Reading Total
    - Mathematics Computation
    - Mathematics Concepts
    - Mathematics Total

    Sequential Tests of Educational Progress for 1977-78, 1978-79 1980-81, 1981-82, and 1982-83:
    - Reading
    - Spelling
    - Capitalization and Punctuation
    - Mechanics of Writing Total
    - English Expression
    - Mathematics Computation
    - Mathematics Concepts
    - Science
    - Social Studies

    Iowa Tests of Basic Skills for 1979-80, 1980-81, and 1981-82:
    - Vocabulary
    - Reading Comprehension
    - Spelling
    - Capitalization
    - Punctuation
    - Usage
    - Visual Materials
    - Reference Materials
    - Mathematics Concepts
    - Mathematics Problems
    - Reading Total
    - Language Skills
    - Work-Study Skills
    - Mathematics Total

    Test Type (a variable indicating which test data is available for that student for a particular year)
14. Grade Point Average for 1977-78, 1978-79, 1979-70, 1980-81, 1981-82.
15. Number of Credits Earned, at the end of 1977-78, 1978-79, 1979-80, 1980-81, 1981-82.
16. Number of disciplinary incidents reported to the Office of Student Affairs during 1977-78, 1978-79, 1979-80, 1980-81, and 1981-82.
17. Dropout Code (0=transfer, 1=dropout, 2=other, 3=Lanier, 4=unknown).

Figure E-5. CONTENTS OF SCHOOL LEAVER FILE.

81.73

Group	Number	Percent
Total Enrolled 1978-79	4,829	100.0
Graduated before December 1982	270	5.6
Still enrolled December 1982	3,093	64.1
Continuously enrolled, 1978-1982	2,409	49.9
Total withdrawals, have not returned	1,466	30.4
Withdrew, returned the next year, stayed	205	4.2
returned two years later, stayed	52	1.1
returned three years later, stayed	3	0.1
Transfers, have not returned	573	11.9
Dropouts	566	11.7
Other known withdrawals (see Figure E-3)	33	0.7
Status unknown (including Leavers from Lanier)	294	6.1

Figure E-6. BREAKDOWN OF SCHOOL LEAVER SAMPLE.

	Projected Number	Percentage of Total
Dropouts	650	13.5
Transfers	657	13.6
Other Withdrawals	38	0.8
Status Remaining Unknown	121	2.5

Figure E-7. ESTIMATED NUMBER AND PERCENTAGE OF DROPOUTS, TRANSFERS, OTHER WITHDRAWALS, AND WITHDRAWALS OF UNKNOWN STATUS WHEN LANIER STUDENTS ARE INCLUDED.

Variable	Standardized Coefficient	Unstandardized Coefficient
1977-78 GPA	-.95936	-.1383118
Black (0=Bl, 1=non-Bl)	-.32490	-.8312138
Sex (1=Male, 3=Female)	.23774	.2381488
Age (2=Below Grade Level, 1=on or Above Grade Level)	-.18860	-.5321712
No. Disc. Incid.	.10449	.1171185
	(Constant)	12.14663

Figure E-8. STANDARDIZED AND UNSTANDARDIZED DISCRIMINANT COEFFICIENTS.

81.73

Variable	Stay-ins	Dropouts
GPA 1977-78: *		
Mean	84.08	76.91
SD	6.99	6.61
Ethnicity:		
Black	16.8%	15.5%
Hispanic	22.0%	37.5%
Anglo or Other	61.2%	47.0%
	100.0%	100.0%
Sex:		
Males	52.0%	48.4%
Females	48.0%	51.6%
	100.0%	100.0%
Grade Level:		
Below Grade Level	13.3%	33.6%
On or Above Grade Level	86.7%	66.4%
	100.0%	100.0%
Home Language Status:**		
Hispanic & English Speaking	57.4%	37.0%
Hispanic & Spanish Speaking	42.6%	63.0%
	100.0%	100.0%
Number of Disciplinary Incidents:		
None	91.3%	81.1%

Figure E-9. DESCRIPTIVE DATA DESCRIBING STAY-INS AND DROPOUTS.

*GPA 1977-78 AVAILABLE ONLY FOR 3,762 (77.9%) STUDENTS. DISCRIMINANT ANALYSIS ONLY INVOLVED STUDENTS WHO HAD VALUES ON ALL DISCRIMINATING VARIABLES.

**HOME LANGUAGE SURVEY DATA AVAILABLE ONLY FOR 4,644 (96.2%) STUDENTS.

81.73

Group	Percent Dropping Out
Total	11.7%
Men	11.0%
Men below grade level	19.6%
Black	16.2%
Hispanic	29.3%
Anglo and Other	15.0%
Men on or above grade level	8.6%
Black	9.7%
Hispanic	16.6%
Anglo and Other	5.8%
Women	12.5%
Women below grade level	26.2%
Black	22.2%
Hispanic	30.8%
Anglo and Other	23.8%
Women on or above grade level	10.4%
Black	8.4%
Hispanic	13.1%
Anglo and Other	9.9%
All Blacks	11.5%
All Hispanics	18.9%
All Anglos and Others	9.0%
All Below Grade Level	22.0%
All On or Above Grade Level	9.5%

Figure E-10. PROBABILITY OF DROPPING OUT FOR VARIOUS SUBGROUPS OF STUDENTS.

Code	Reason
01	moving out of town, state, or country
02	transferring to another Austin school
03	change of grade
04	register change within your school -- no grade change
05	going to night school
06	going to homebound
07	going to college (Junior College)
08	transferring to Special Projects
09	transferring to a special school or institution
10	going to private school
11	migrant
12	going to vocational school
13	entering the Armed Services
14	going to work
15	marriage and/or pregnancy
16	physically unable to continue education
17	mentally unable to continue education
18	expelled (by Administrative or Board action)
19	dropping out
20	non-attendance
21	parents request
22	deceased
23	graduated
24	suspended - campus review
25	unknown
26	going to place of detention (Gatesville, jail, Gardner House)
27	illness or injury
28	too young
29	too old
30	lives out of district
31	other
32	name change
33	page
34	to take GED
35	did not re-register
36	to Austin Community College
37	delinquent immunizations

Figure E-11. REASONS FOR WITHDRAWAL

Code	Reason	NO. STUDENTS
13	ARMED SERVICE	21
14	GOING TO WORK	261
15	MARRIAGE AND/OR PREGNANCY	40
16	PHYSICALLY UNABLE	11
18	EXPELLED	8
19	DROPPED OUT	27
20	NONATTENDANCE	427
21	PARENTS REQUEST	184
24	SUSPENDED	56
25	UNKNOWN	345
26	DETENTION	1
27	ILLNESS	18
29	TOO OLD	2
35	DID NOT REGISTER	108
	TOTAL	1509*

Figure E-12. REASONS FOR LEAVING GIVEN BY SOME SCHOOL LEAVERS IN 1980-81.

Reason Given	Transfers N	Transfers %	Dropouts N	Dropouts %
Moving out of town	122	64.2%	76	38.6%
Transferring in Austin	29	15.3%	58	29.4%
*Unknown	8	4.2%	8	4.1%
*Going to work	6	3.2%	6	3.0%
*Non-attendance	3	1.6%	9	4.6%
Change of grade	1	0.5%	8	4.1%
*Did not re-register	4	2.1%	6	3.0%
*Parent's request	5	2.6%	5	2.5%
*Marriage and/or pregnancy	1	0.5%	4	2.0%
Other reasons	11	5.8%	17	8.6%
Total leavers, 1978-79	190	100.0%	197	100.0%

*Reason flagged as likely dropping out.

Figure E-13. NUMBER AND PERCENTAGE OF TRANSERS AND DROPOUTS WHO RECEIVE EACH CODE FOR DROP REASON.

Reason	Percent Dropping Out
*Marriage and/or pregnancy	80.0%
Change of grade	66.7%
*Non-attendance	50.0%
*Suspended/campus review	50.0%
*Illness or injury	40.0%
*Going to work	40.0%
*Unknown	24.8%
*Did not re-register	33.3%

Figure E-14. PROBABILITY OF DROPPING OUT FOR STUDENTS GIVEN DIFFERENT DROP REASON CODES.

ATTACHMENT E-1

LEAVER LATICES

Leaver Lattices

"Leaver lattices" were created to illustrate the "traffic flow" from the AISD class of fourteen year olds in 1978-79 over the following four years. For each year, a box indicates the number of students who were enrolled at any time during that year. A right-leading arrow is used to indicate the number of students graduating that year, a left-leading arrow indicating the number of students who withdrew from school that year, a down-leading arrow indicating the number of students who were enrolled continuously from one year to the next. A left-leading diagonal arrow from the box indicates the number of students who withdrew over the summer, or who were expected to enroll in the fall but did not. A right-leading diagonal arrow indicates the number of students who withdrew at some time but who returned to the class that year. These "returnees" had all withdrawn and returned some time after having enrolled during the 1978-79 school year.

The number of withdrawals are split into leavers who have never returned or returnees. A down-ward leading arrow from the point marked "withdrawals" indicates the number of students who are known to have returned at a later year.

Leavers are divided into four groups: dropouts, transfers, other leavers, and unknowns.

In order to determine the frequencies of students following particular patterns, each traffic path was decomposed into the "leaver codes" which made up that path. These leaver codes are illustrated in Figure E-1.

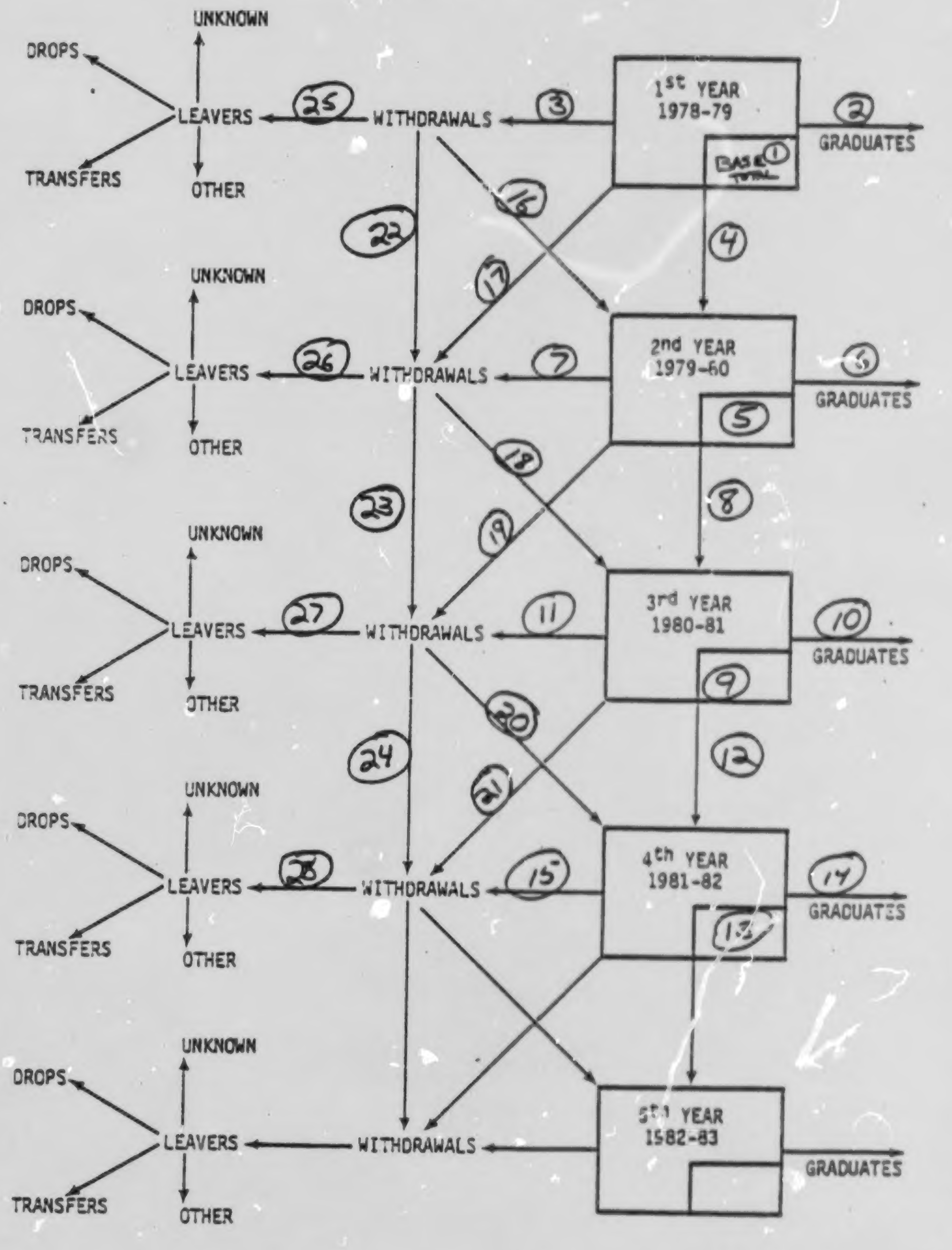
As an example of how each path was decomposed, consider students who withdraw during the third year. From Figure E-1, it can be seen that a "5," indicating a student entered on time, but withdrew before the end of the year, or a "6," indicating a student entered late but left early, must appear in the third column of the student's leaver code. Thus, all leaver codes with a 5 or 6 in the third column, regardless of the values of the other columns, must be counted to determine the number of students withdrawing in the third year. These decomposition rules are contained in this attachment.

Because the class is considered a closed system, that is, all 4,829 students can be accounted for and no new students are added at any time, the values of the counts which were obtained may be checked by a series of algebraic rules, also contained in this attachment.

Each pattern decomposition was independently checked by two persons. In addition, the algebraic rules were used to check counts. Counts were made by tallying the frequencies for each leaver code which entered into a traffic path. The frequencies for each leaver code are contained in Attachment E-5. These tallies for each traffic path were independently checked by two raters.

KEY

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


1st YEAR
1978-79
BASE TOTAL ①
GRADUATES ②
③
④
WITHDRAWALS
㉕
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER
⑯
⑰
㉒
2nd YEAR
1979-80
⑤
⑥
GRADUATES
⑦
⑧
WITHDRAWALS
㉖
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER
⑱
⑲
㉓
3rd YEAR
1980-81
⑨
⑩
GRADUATES
⑪
⑫
WITHDRAWALS
㉗
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER
⑳
㉑
㉔
4th YEAR
1981-82
⑬
⑭
GRADUATES
⑮
WITHDRAWALS
㉘
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER
5th YEAR
1982-83
GRADUATES
WITHDRAWALS
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER

ASSIGNMENT RULES FOR PATH CHARTS

1. This is the BASE total at the bottom of the printout column.
2. 3_ _ _, 4_ _ _, 7_ _ _, 8_ _ _
3. 5_ _ _, 6_ _ _
4. IF there is a 1 or a 2 in the FIRST column, and a nonzero in the SECOND.
5. The SECOND column is nonzero.
6. _ 3 _ _, _ 4 _ _, _ 7 _ _, _ 8 _ _
7. _ 5 _ _, _ 6 _ _
8. IF there is a 1 or a 2 in the SECOND column, and the THIRD column is nonzero.
9. The THIRD column is nonzero.
10. _ _ 3 _, _ _ 4 _, _ _ 7 _, _ _ 8 _
11. _ _ 5 _, _ _ 6 _
12. IF there is a 1 or a 2 in the third column, NO preceding 3, 4, 7, or 8 AND there is a nonzero in the FOURTH column.
13. The FOURTH column is nonzero.
14. _ _ _ 3, _ _ _ 4, _ _ _ 7, _ _ _ 8 unknown until fifth year of study.
15. _ _ _ 5, _ _ _ 6,
16. 5 1 _ _, 5 2 _ _, 6 1 _ _, 6 2 _ _, 5 5 _ _, 5 6 _ _, 6 5 _ _, 6 6 _ _
17. 1 0 _ _, 2 0 _ _
18. SECOND column is 0, 5, or 6 and THIRD column is nonzero.
19. _ 1 0 _, _ 2 0 _
20. THIRD column is 0, 5, or 6 and Fourth column is nonzero
21. _ _ 1 0 , _ _ 2 0
22. 5 0 1 _, 5 0 2 _, 5 0 3 _, 5 0 4 _, 5 0 5 _, 5 0 6 _, 5 0 7 _,
5 0 8 _, 6 0 1 _, 6 0 2 _, 6 0 3 _, 6 0 4 _, 6 0 4 _, 6 0 6 _,
6 0 7 _, 6 0 8 _, 5 0 0 x, 6 0 0 x where x is nonzero.

23. 5001, 5002, 5003, 5004, 5005, 5006, 5007, 5008, 6001, 6002, ... 6008, _501, _502 ...._508, _601, _602,..... _608. 100x, 200x where x is nonzero.

24. Unknown until fifth year of study.

25. 5000, 6000. THEN, write-in counts of drops.

26. 1000, 2000, 1500, 1600, 2500, 2600, 3500, 3600, 4500, 4600, 5500, 5600, 6500, 6600, 7500, 7600, 8500, 8600. Then, list counts of drops.

27. THIRD and FOURTH columns are zero, FIRST and SECOND column are nonzero, EXCEPT the SECOND column cannot be 5 or 6. Then, list counts of drops.

28. Unknown until fifth year of study.

PROOFING ENROLLMENT PATHS

1 = 2 + 3 + 4 + 17

3 = 22 + 25 + 16

5 = 4 + 16

5 = 1 - 2 - 3 + 16

4 = 1 - 2 - 3

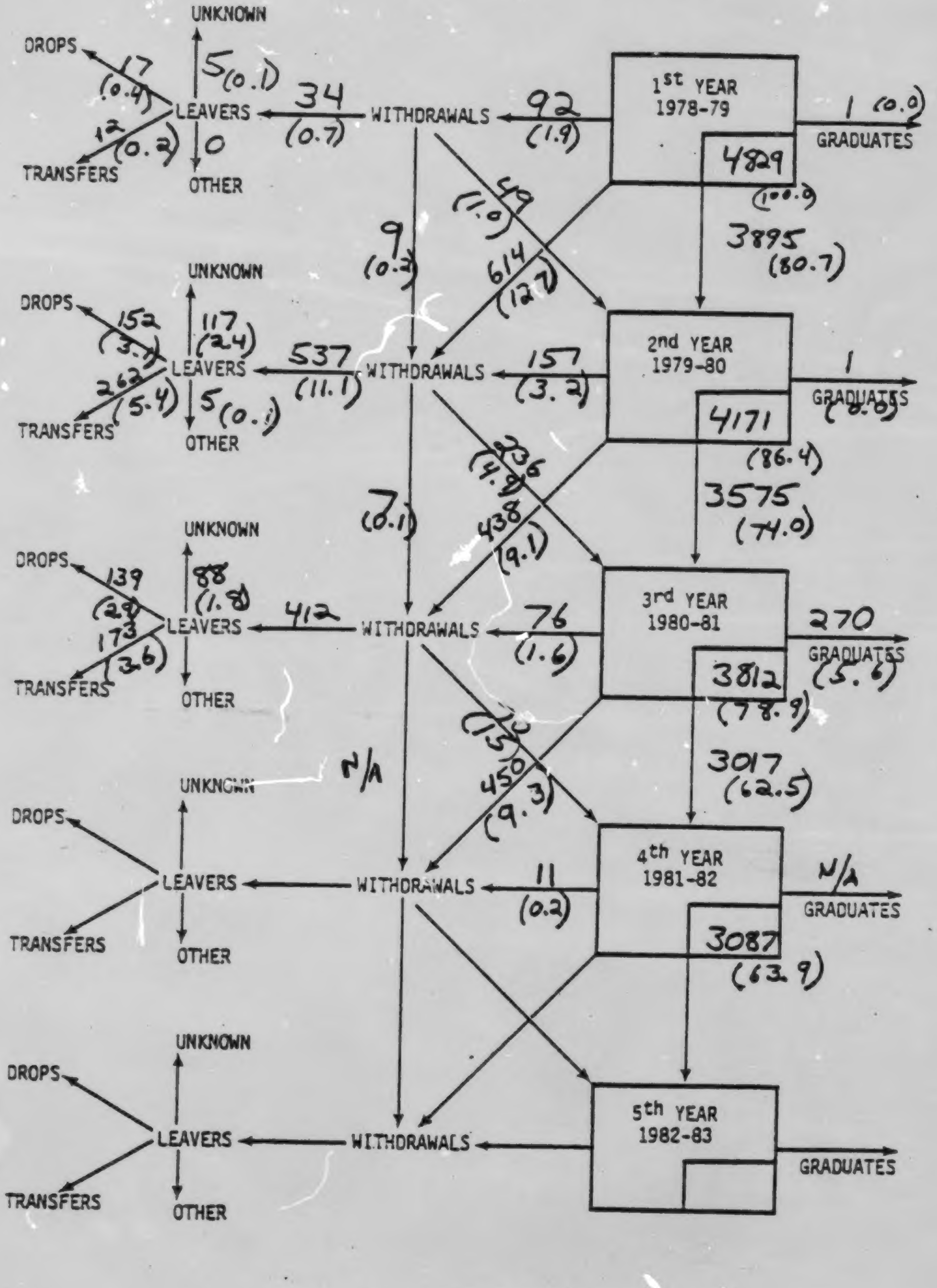
8 = 5 - 6 - 7

9 = 8 + 18

12 = 9 - 10 - 11

1 = 13 + 14 + 10 + 6 + 2 + 15 + 27 + 26 + 25

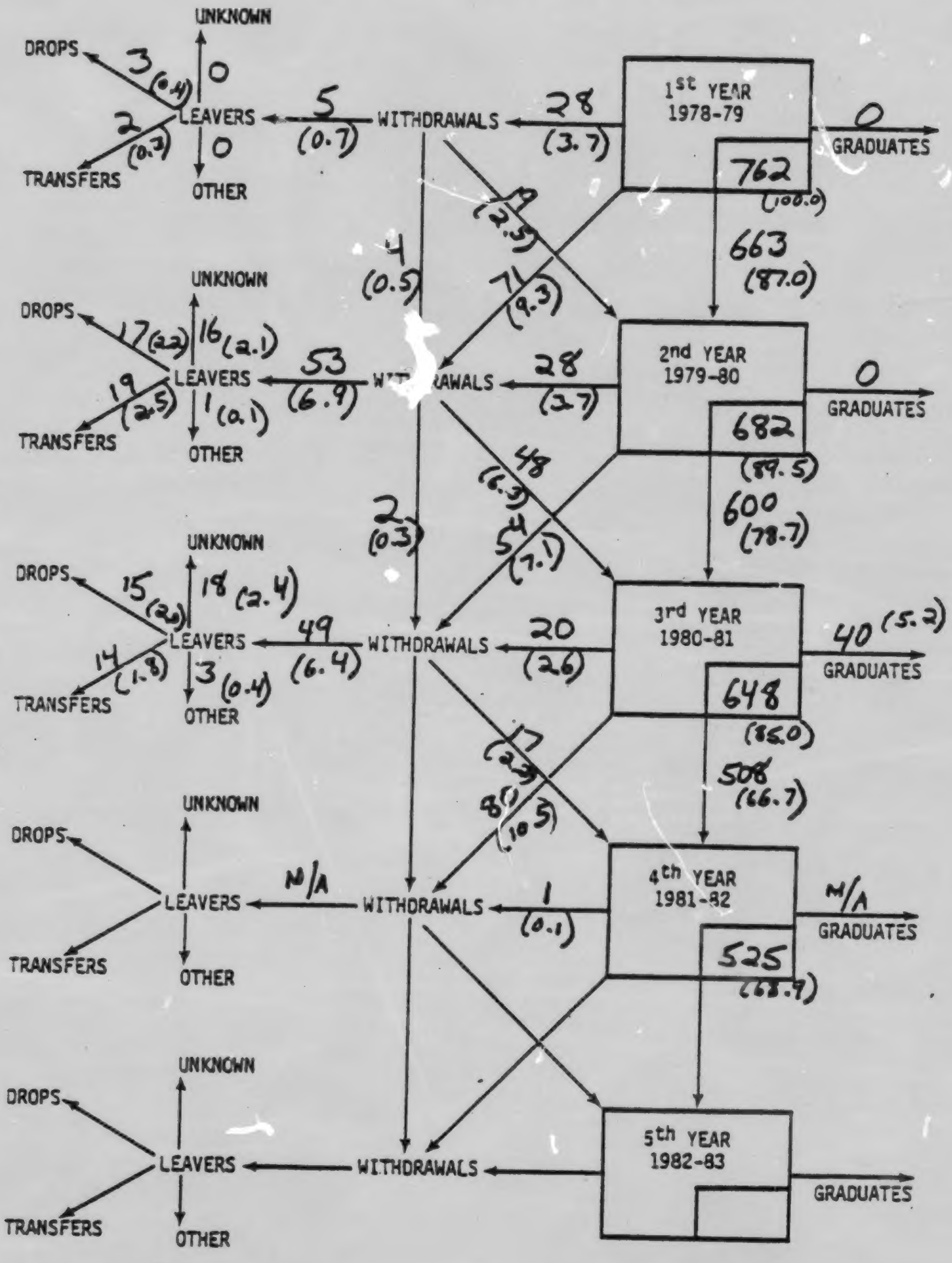
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
17 (0.4)
5 (0.1)
34 (0.7)
LEAVERS
WITHDRAWALS
92 (1.9)
1st YEAR 1978-79
1 (0.0)
GRADUATES
12 (0.2)
0
TRANSFERS
OTHER
4829 (100.0)
49 (1.0)
9 (0.2)
614 (12.7)
3895 (80.7)
UNKNOWN
DROPS
152 (3.1)
117 (2.4)
537 (11.1)
LEAVERS
WITHDRAWALS
157 (3.2)
2nd YEAR 1979-80
1
GRADUATES (0.0)
262 (5.4)
5 (0.1)
TRANSFERS
OTHER
4171 (86.4)
236 (4.9)
7 (0.1)
438 (9.1)
3575 (74.0)
UNKNOWN
DROPS
139 (2.9)
88 (1.8)
412
LEAVERS
WITHDRAWALS
76 (1.6)
3rd YEAR 1980-81
270
GRADUATES (5.6)
173 (3.6)
TRANSFERS
OTHER
3812 (78.9)
73 (1.5)
450 (9.3)
3017 (62.5)
N/A
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
11 (0.2)
4th YEAR 1981-82
N/A
GRADUATES
TRANSFERS
OTHER
3087 (63.9)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

TOTAL - ALL STUDENTS

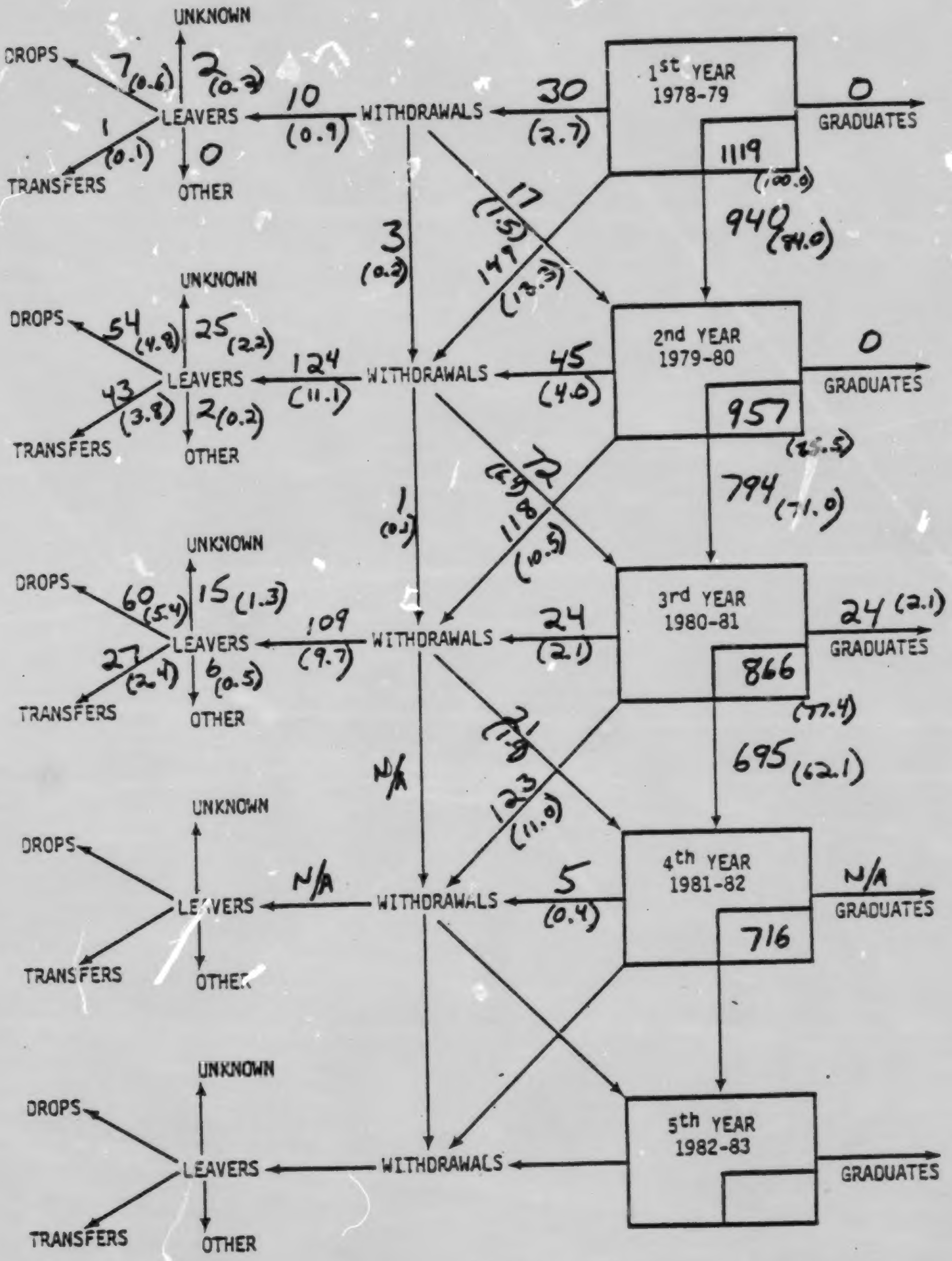
(number in parentheses indicates percent of total)

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
3 (0.4)
0
2 (0.3)
LEAVERS
0
TRANSFERS
OTHER
5 (0.7)
WITHDRAWALS
28 (3.7)
1st YEAR 1978-79
762 (100.0)
0
GRADUATES
19 (2.5)
4 (0.5)
71 (9.3)
663 (87.0)
UNKNOWN
DROPS
17 (2.2)
16 (2.1)
LEAVERS
19 (2.5)
1 (0.1)
TRANSFERS
OTHER
53 (6.9)
WITHDRAWALS
28 (2.7)
2nd YEAR 1979-80
682 (89.5)
0
GRADUATES
48 (6.3)
54 (7.1)
2 (0.3)
600 (78.7)
UNKNOWN
DROPS
15 (2.0)
18 (2.4)
LEAVERS
14 (1.8)
3 (0.4)
TRANSFERS
OTHER
49 (6.4)
WITHDRAWALS
20 (2.6)
3rd YEAR 1980-81
648 (85.0)
40 (5.2)
GRADUATES
17 (2.2)
80 (10.5)
508 (66.7)
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
N/A
WITHDRAWALS
1 (0.1)
4th YEAR 1981-82
525 (68.9)
N/A
GRADUATES
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
5th YEAR 1982-83
GRADUATES

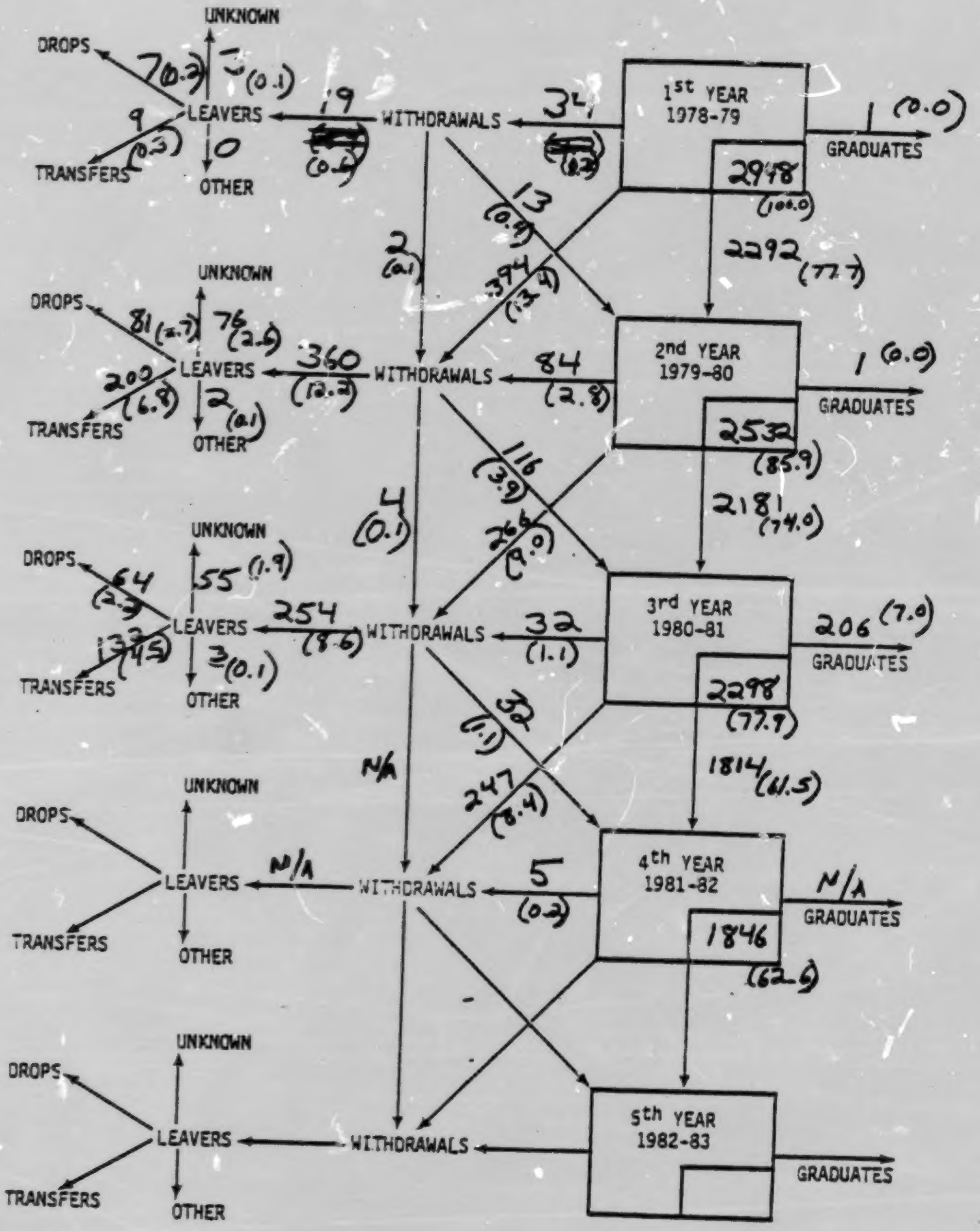
BLACK STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
7 (0.6)
2 (0.2)
LEAVERS
1 (0.1)
0
TRANSFERS
OTHER
10 (0.9)
WITHDRAWALS
30 (2.7)
1st YEAR 1978-79
1119 (100.0)
0
GRADUATES
17 (1.5)
149 (13.3)
3 (0.3)
940 (84.0)
UNKNOWN
DROPS
54 (4.8)
25 (2.2)
LEAVERS
43 (3.8)
2 (0.2)
TRANSFERS
OTHER
124 (11.1)
WITHDRAWALS
45 (4.0)
2nd YEAR 1979-80
957 (85.5)
0
GRADUATES
72 (6.4)
118 (10.5)
1 (0.1)
794 (71.0)
UNKNOWN
DROPS
60 (5.4)
15 (1.3)
LEAVERS
27 (2.4)
6 (0.5)
TRANSFERS
OTHER
109 (9.7)
WITHDRAWALS
24 (2.1)
3rd YEAR 1980-81
866 (77.4)
24 (2.1)
GRADUATES
21 (1.9)
123 (11.0)
N/A
695 (62.1)
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
N/A
WITHDRAWALS
5 (0.4)
4th YEAR 1981-82
716
N/A
GRADUATES
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
5th YEAR 1982-83
GRADUATES

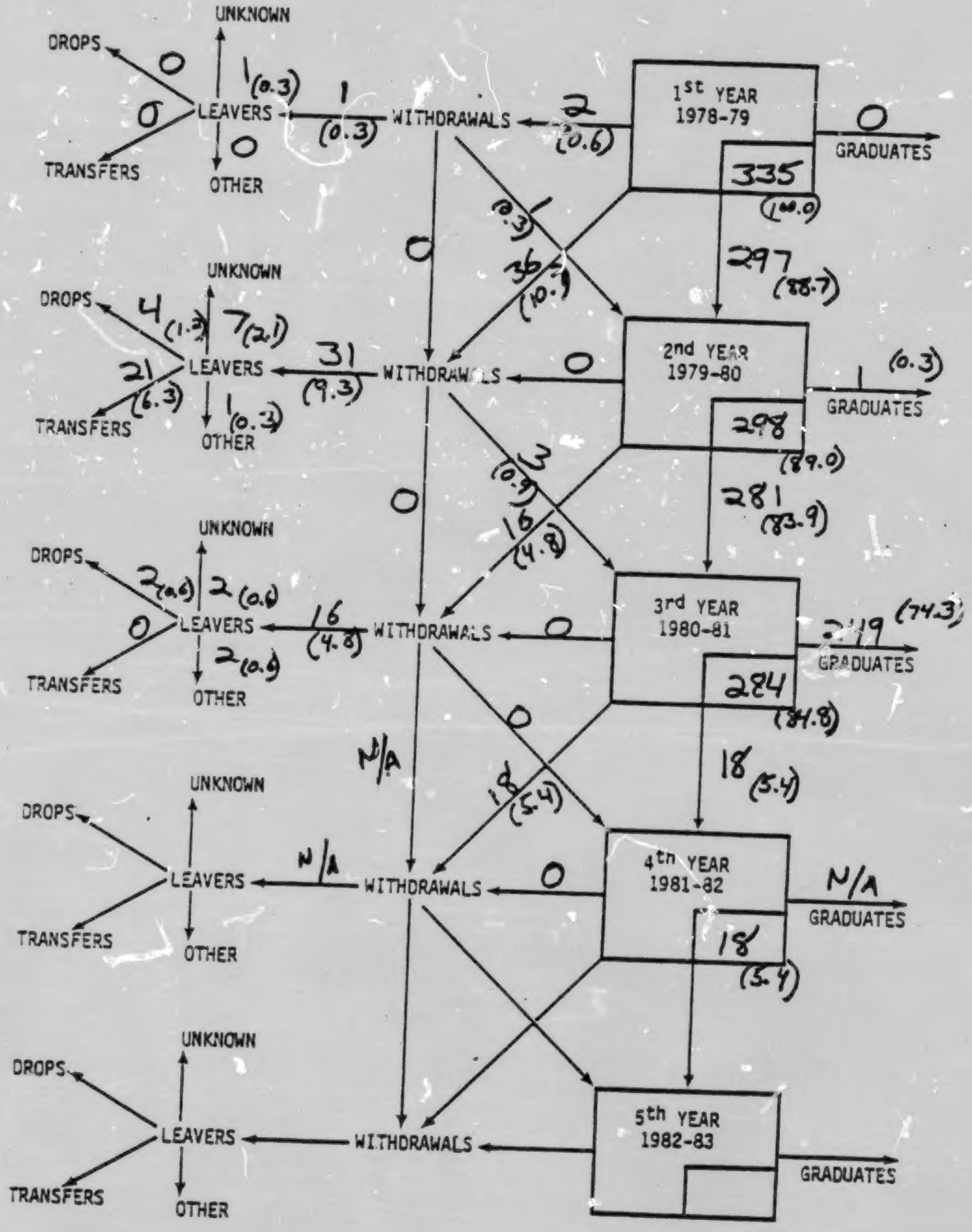
HISPANIC STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
7 (0.2)
3 (0.1)
9 (0.3)
0
19 (0.6)
WITHDRAWALS
34 (1.2)
1st YEAR 1978-79
2948 (100.0)
1 (0.0)
GRADUATES
13 (0.4)
2 (0.1)
394 (13.4)
2292 (77.7)
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
81 (2.7)
76 (2.6)
200 (6.8)
2 (0.1)
360 (12.2)
WITHDRAWALS
84 (2.8)
2nd YEAR 1979-80
2532 (85.9)
1 (0.0)
GRADUATES
116 (3.9)
4 (0.1)
266 (9.0)
2181 (74.0)
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
64 (2.2)
55 (1.9)
133 (4.5)
3 (0.1)
254 (8.6)
WITHDRAWALS
32 (1.1)
3rd YEAR 1980-81
2298 (77.9)
206 (7.0)
GRADUATES
32 (1.1)
N/A
247 (8.4)
1814 (61.5)
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
N/A
WITHDRAWALS
5 (0.2)
4th YEAR 1981-82
1846 (62.6)
N/A
GRADUATES
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
5th YEAR 1982-83
GRADUATES

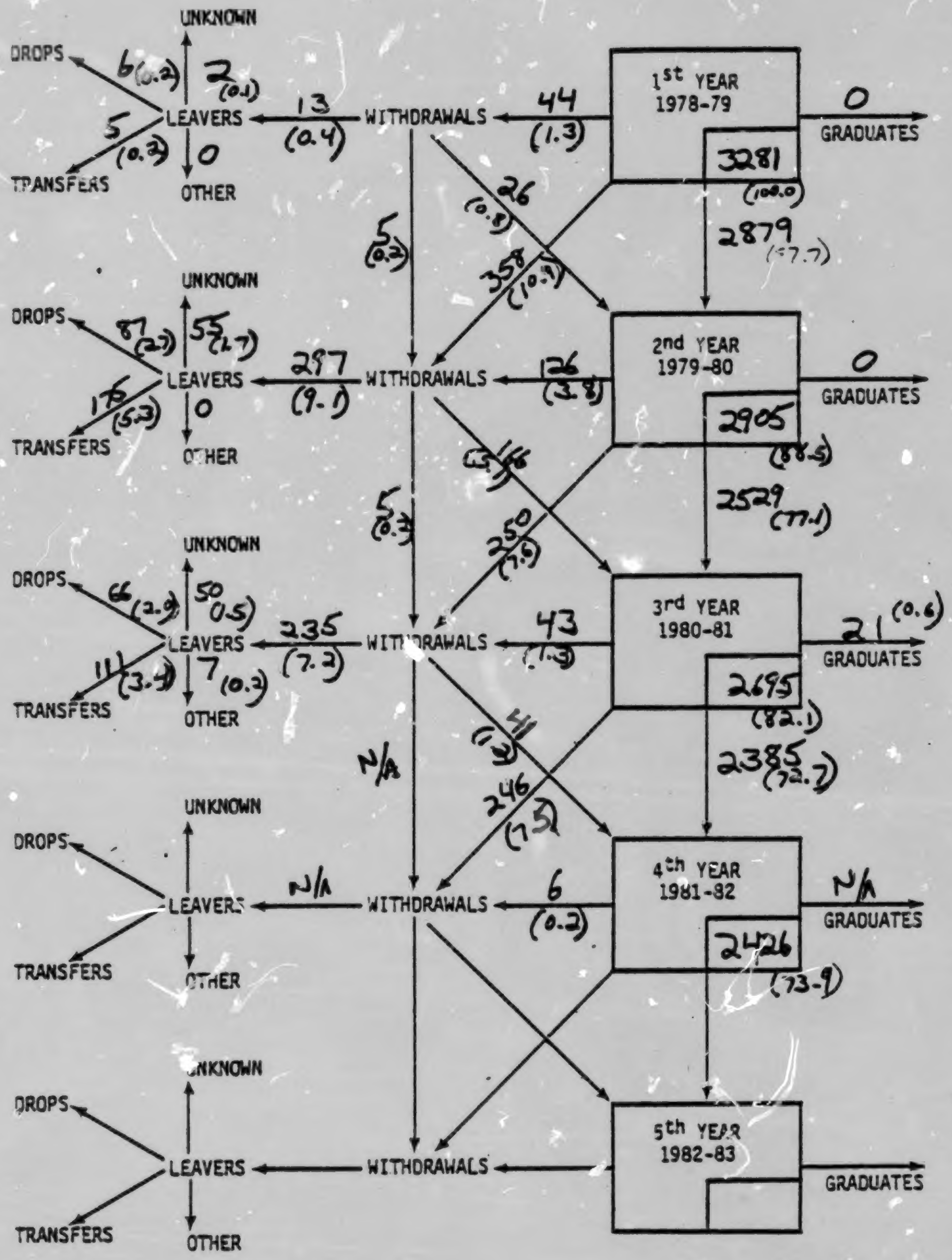
ANGLO AND OTHER STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


1st YEAR 1978-79
335 (100.0)
0
GRADUATES
2 (0.6)
WITHDRAWALS
1 (0.3)
LEAVERS
UNKNOWN
1 (0.3)
DROPS
0
TRANSFERS
0
OTHER
0
1 (0.3)
36 (10.7)
0
297 (88.7)
2nd YEAR 1979-80
298 (89.0)
1 (0.3)
GRADUATES
0
WITHDRAWALS
31 (9.3)
LEAVERS
UNKNOWN
7 (2.1)
DROPS
4 (1.2)
TRANSFERS
21 (6.3)
OTHER
1 (0.3)
3 (0.9)
16 (4.8)
0
281 (83.9)
3rd YEAR 1980-81
284 (84.8)
249 (74.3)
GRADUATES
0
WITHDRAWALS
16 (4.8)
LEAVERS
UNKNOWN
2 (0.6)
DROPS
2 (0.6)
TRANSFERS
0
OTHER
2 (0.6)
0
18 (5.4)
N/A
18 (5.4)
4th YEAR 1981-82
18 (5.4)
N/A
GRADUATES
0
WITHDRAWALS
N/A
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER
5th YEAR 1982-83
GRADUATES
WITHDRAWALS
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER

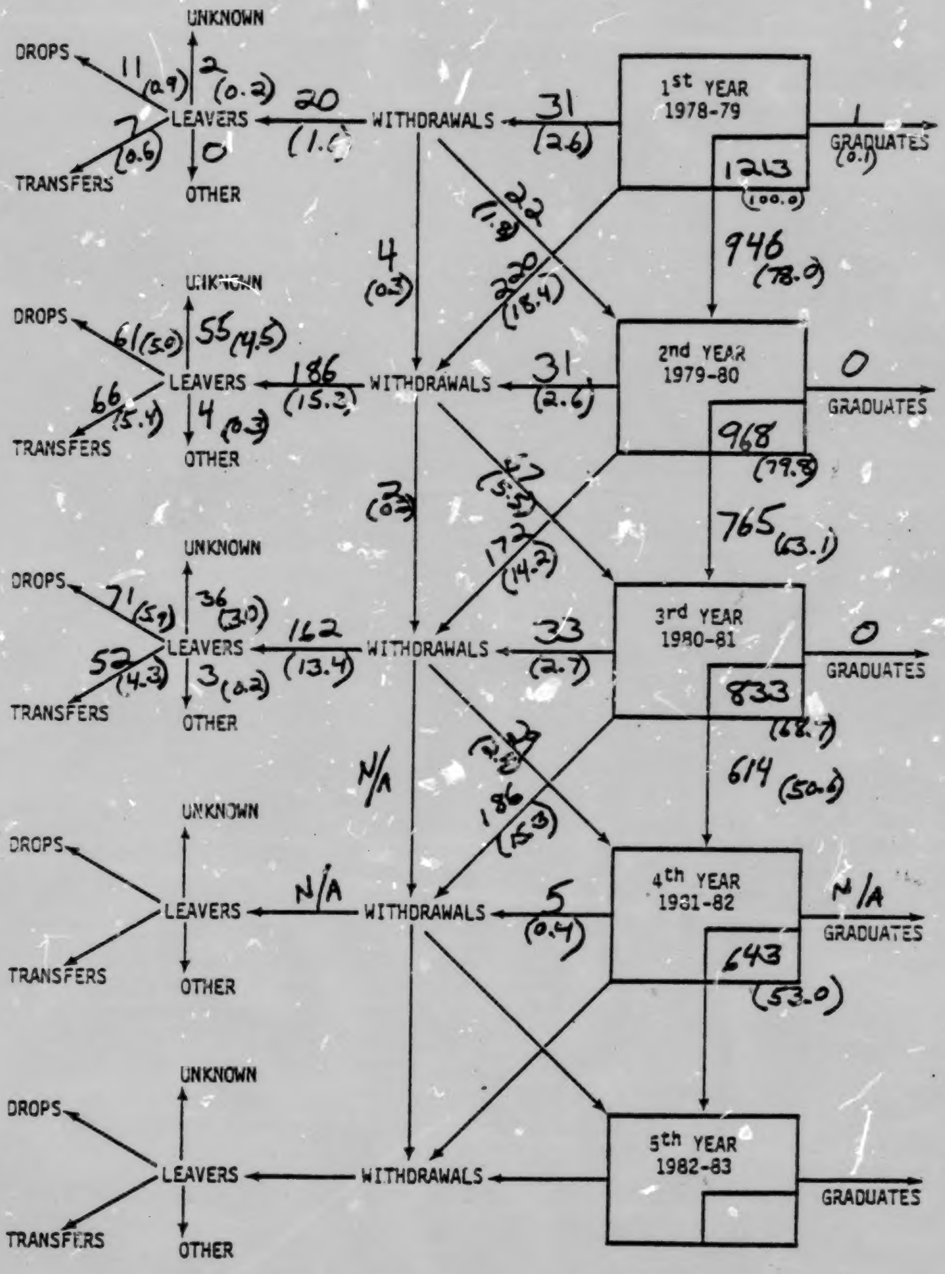
ABOVE GRADE LEVEL STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
6 (0.2)
2 (0.1)
LEAVERS
5 (0.2)
0
TRANSFERS
OTHER
13 (0.4)
WITHDRAWALS
44 (1.3)
1st YEAR 1978-79
3281 (100.0)
0
GRADUATES
26 (0.8)
5 (0.2)
358 (10.9)
2879 (87.7)
UNKNOWN
DROPS
87 (2.7)
55 (1.7)
LEAVERS
175 (5.3)
0
TRANSFERS
OTHER
297 (9.1)
WITHDRAWALS
126 (3.8)
2nd YEAR 1979-80
2905 (88.5)
0
GRADUATES
(4.5) 146
5 (0.3)
250 (7.6)
2529 (77.1)
UNKNOWN
DROPS
66 (2.0)
50 (0.5)
LEAVERS
111 (3.4)
7 (0.2)
TRANSFERS
OTHER
235 (7.2)
WITHDRAWALS
43 (1.3)
3rd YEAR 1980-81
2695 (82.1)
21 (0.6)
GRADUATES
41 (1.3)
N/A
246 (7.5)
2385 (72.7)
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
N/A
WITHDRAWALS
6 (0.2)
4th YEAR 1981-82
2426 (73.9)
N/A
GRADUATES
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
5th YEAR 1982-83
GRADUATES

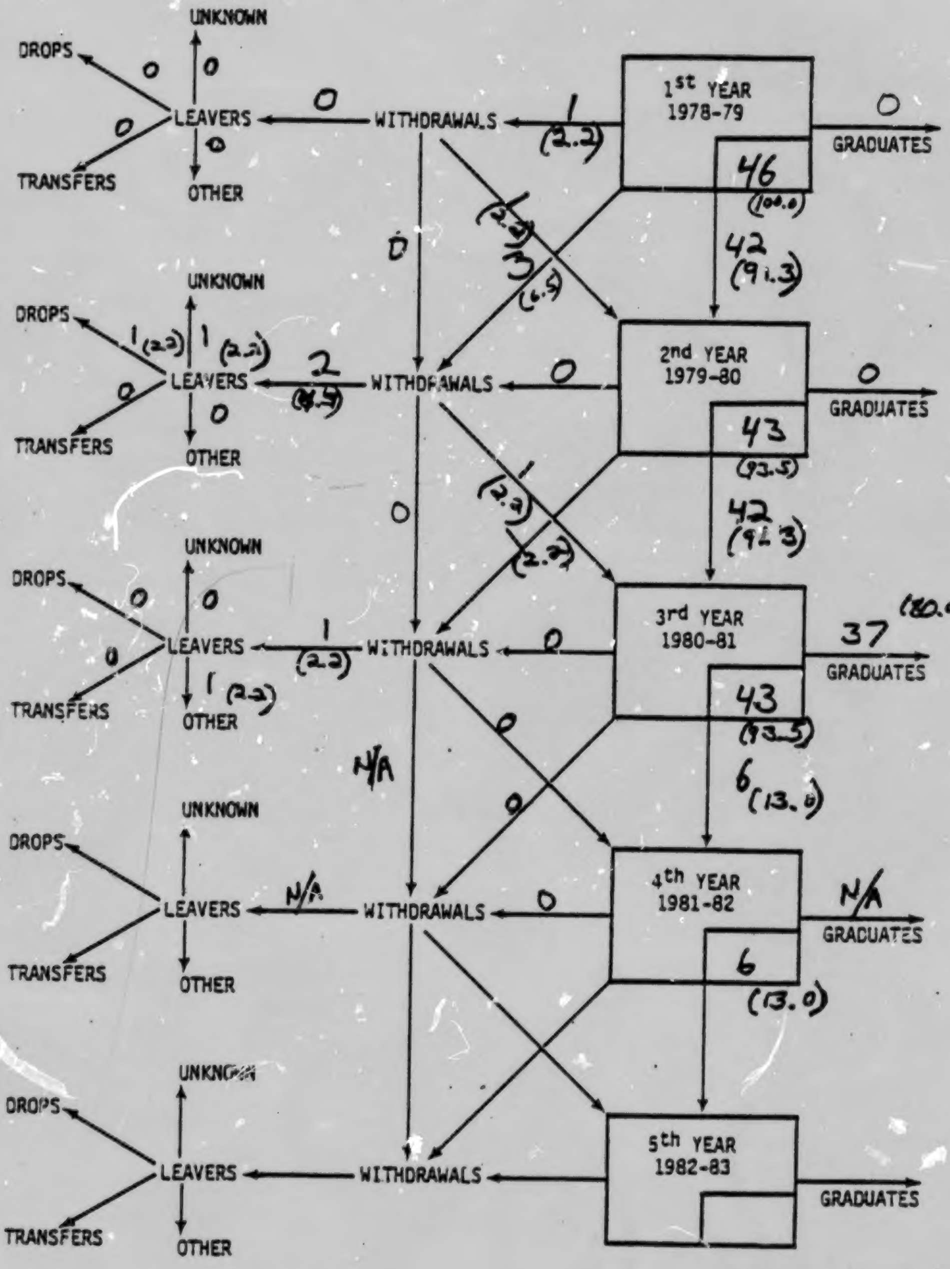
ON GRADE LEVEL STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
11 (0.9)
2 (0.2)
20 (1.6)
WITHDRAWALS
31 (2.6)
1st YEAR 1978-79
1 (0.1)
GRADUATES
LEAVERS
7 (0.6)
0
TRANSFERS
OTHER
1213 (100.0)
22 (1.8)
4 (0.3)
220 (18.4)
946 (78.0)
UNKNOWN
DROPS
61 (5.0)
55 (4.5)
LEAVERS
186 (15.2)
WITHDRAWALS
31 (2.6)
2nd YEAR 1979-80
0
GRADUATES
66 (5.4)
4 (0.3)
TRANSFERS
OTHER
968 (79.8)
7 (0.3)
67 (5.5)
172 (14.2)
765 (63.1)
UNKNOWN
DROPS
71 (5.9)
36 (3.0)
LEAVERS
162 (13.4)
WITHDRAWALS
33 (2.7)
3rd YEAR 1980-81
0
GRADUATES
52 (4.3)
3 (0.2)
TRANSFERS
OTHER
833 (68.7)
29 (2.8)
N/A
186 (15.3)
614 (50.6)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
5 (0.4)
4th YEAR 1981-82
N/A
GRADUATES
TRANSFERS
OTHER
643 (53.0)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

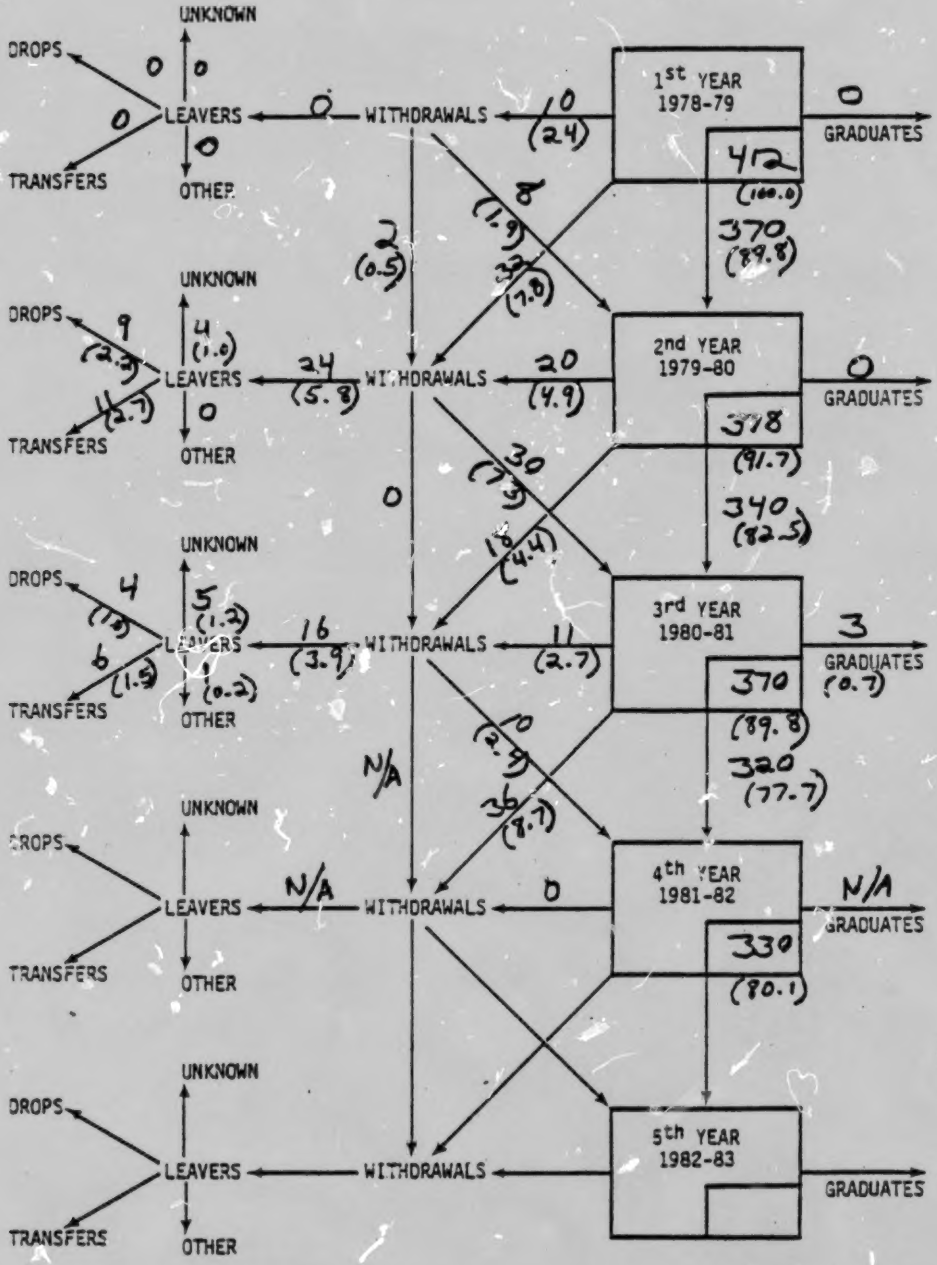
BELOW GRADE LEVEL STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
LEAVERS
0
WITHDRAWALS
1
(2.2)
1st YEAR
1978-79
0
GRADUATES
0
0
TRANSFERS
OTHER
46
(100.0)
1
(2.2)
3
(6.5)
0
42
(91.3)
UNKNOWN
DROPS
1 (2.2)
1 (2.2)
LEAVERS
2
(4.3)
WITHDRAWALS
0
2nd YEAR
1979-80
0
GRADUATES
0
0
TRANSFERS
OTHER
43
(93.5)
1
(2.2)
(2.2)
0
42
(91.3)
UNKNOWN
DROPS
0
0
LEAVERS
1
(2.2)
WITHDRAWALS
0
3rd YEAR
1980-81
37 (80.4)
GRADUATES
0
TRANSFERS
1 (2.2)
OTHER
43
(93.5)
0
0
N/A
6 (13.0)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
N/A
GRADUATES
TRANSFERS
OTHER
6
(13.0)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

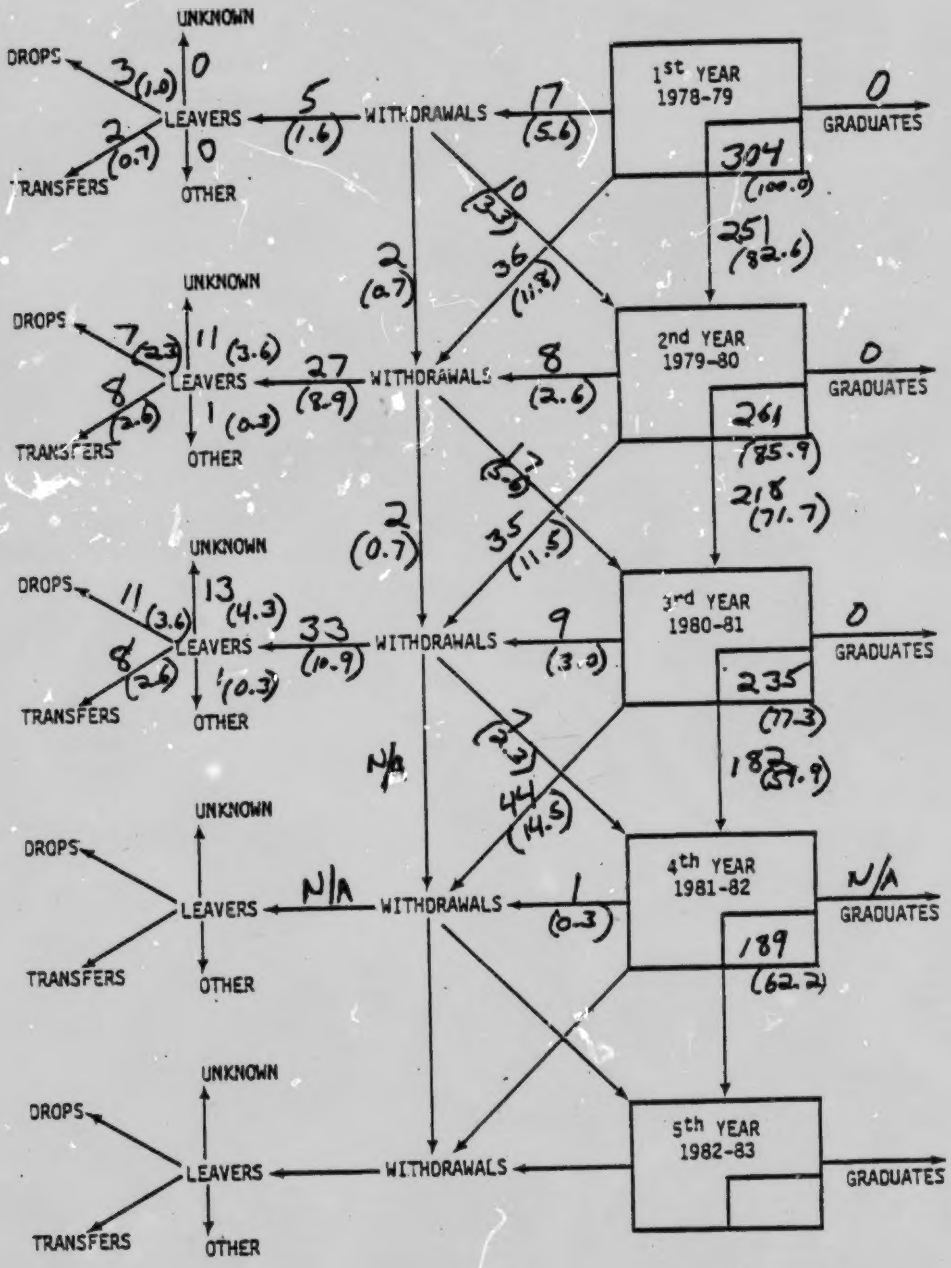
BLACK STUDENTS ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
0
LEAVERS
0
WITHDRAWALS
0
(24)
1st YEAR 1978-79
0
GRADUATES
412
(100.0)
TRANSFERS
OTHER
8
(1.9)
2
(0.5)
32
(7.8)
370
(89.8)
UNKNOWN
DROPS
9
(2.2)
4
(1.0)
LEAVERS
24
(5.8)
WITHDRAWALS
20
(4.9)
2nd YEAR 1979-80
0
GRADUATES
11
(2.7)
0
378
(91.7)
TRANSFERS
OTHER
30
(7.3)
0
18
(4.4)
340
(82.5)
UNKNOWN
DROPS
4
(1.0)
5
(1.2)
LEAVERS
16
(3.9)
WITHDRAWALS
11
(2.7)
3rd YEAR 1980-81
3
GRADUATES
(0.7)
6
(1.5)
1
(0.2)
370
TRANSFERS
OTHER
(89.8)
10
(2.4)
N/A
36
(8.7)
320
(77.7)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR 1981-82
N/A
GRADUATES
330
(80.1)
TRANSFERS
OTHER
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

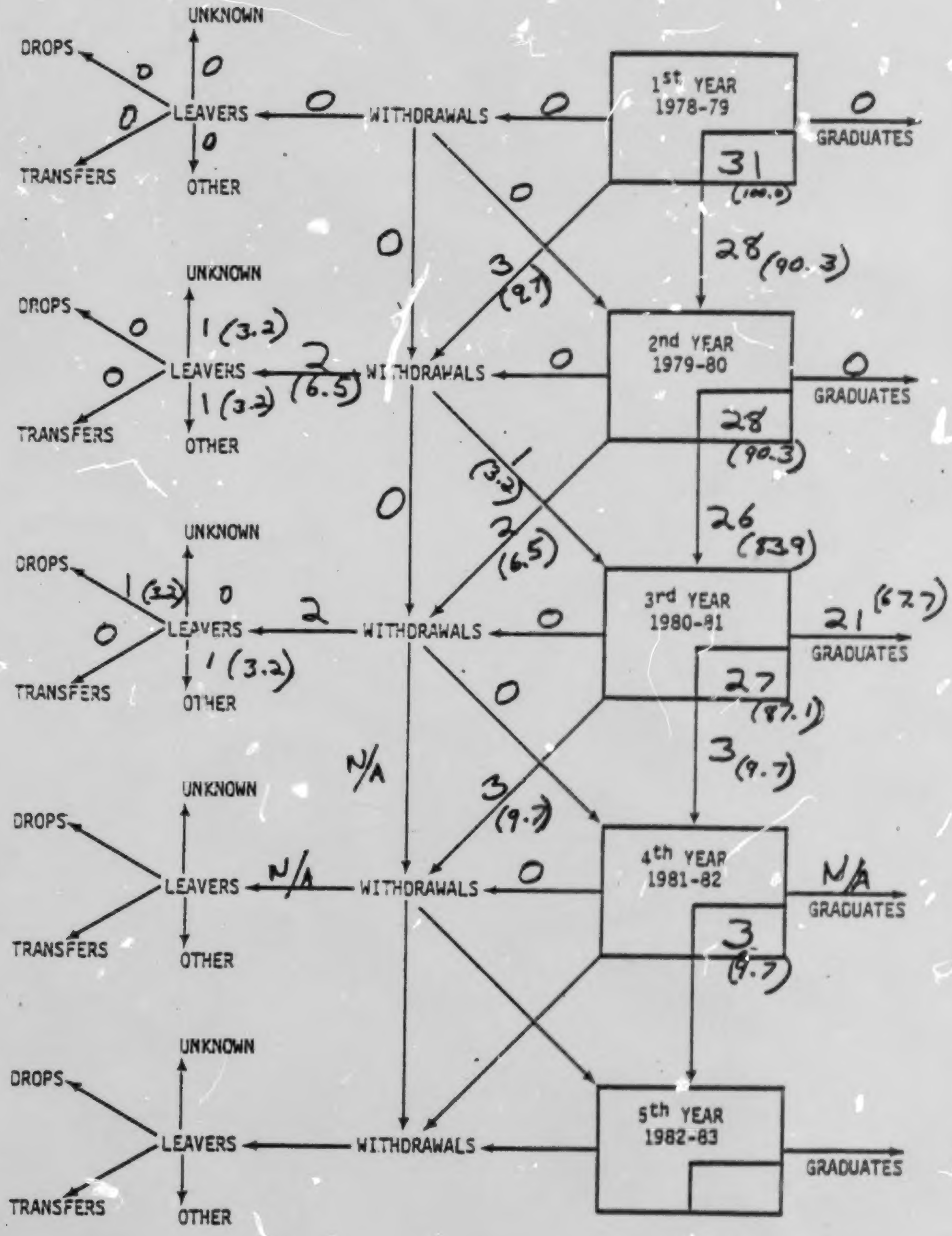
BLACK STUDENTS ON GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


1st YEAR 1978-79
304 (100.0)
17 (5.6)
0 GRADUATES
WITHDRAWALS
5 (1.6)
LEAVERS
UNKNOWN 0
DROPS 3 (1.0)
TRANSFERS 2 (0.7)
OTHER 0
10 (3.3)
36 (11.8)
2 (0.7)
251 (82.6)
2nd YEAR 1979-80
261 (85.9)
8 (2.6)
0 GRADUATES
WITHDRAWALS
27 (8.9)
LEAVERS
UNKNOWN 11 (3.6)
DROPS 7 (2.3)
TRANSFERS 8 (2.6)
OTHER 1 (0.3)
17 (5.6)
35 (11.5)
2 (0.7)
218 (71.7)
3rd YEAR 1980-81
235 (77.3)
9 (3.0)
0 GRADUATES
WITHDRAWALS
33 (10.9)
LEAVERS
UNKNOWN 13 (4.3)
DROPS 11 (3.6)
TRANSFERS 8 (2.6)
OTHER 1 (0.3)
7 (2.3)
44 (14.5)
N/A
182 (59.9)
4th YEAR 1981-82
189 (62.2)
1 (0.3)
N/A GRADUATES
WITHDRAWALS
N/A
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER
5th YEAR 1982-83
GRADUATES
WITHDRAWALS
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER

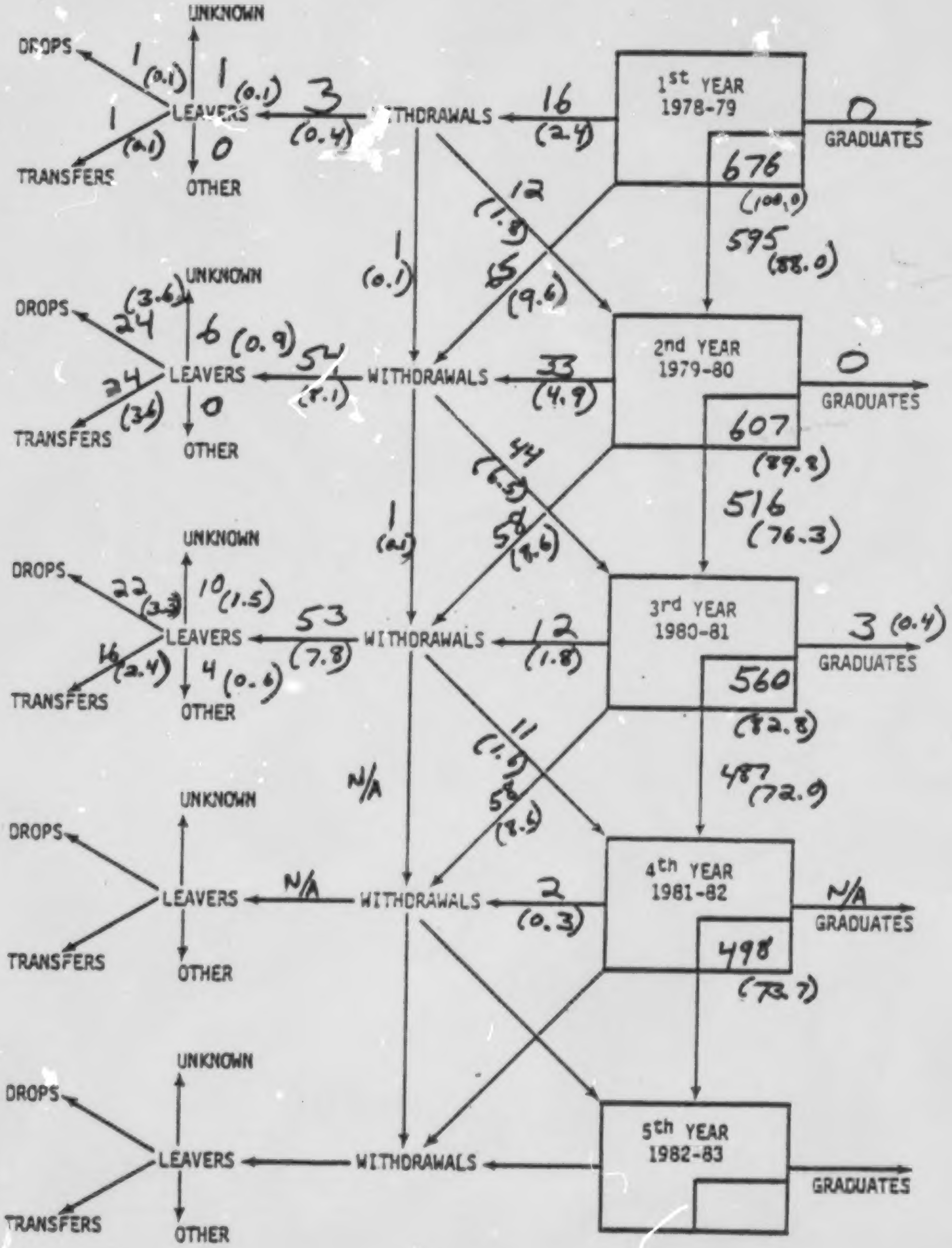
BLACK STUDENTS BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
0
LEAVERS
0
TRANSFERS
OTHER
0
WITHDRAWALS
0
1st YEAR
1978-79
0
GRADUATES
31
(100.0)
0
0
3
(9.7)
28 (90.3)
UNKNOWN
DROPS
0
1 (3.2)
2
(6.5)
0
LEAVERS
WITHDRAWALS
0
2nd YEAR
1979-80
0
GRADUATES
TRANSFERS
1 (3.2)
OTHER
28
(90.3)
1
(3.2)
0
2
(6.5)
26
(83.9)
UNKNOWN
DROPS
1 (3.2)
0
0
LEAVERS
2
WITHDRAWALS
0
3rd YEAR
1980-81
21 (67.7)
GRADUATES
TRANSFERS
1 (3.2)
OTHER
27
(87.1)
0
3 (9.7)
N/A
3
(9.7)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
N/A
GRADUATES
TRANSFERS
OTHER
3
(9.7)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

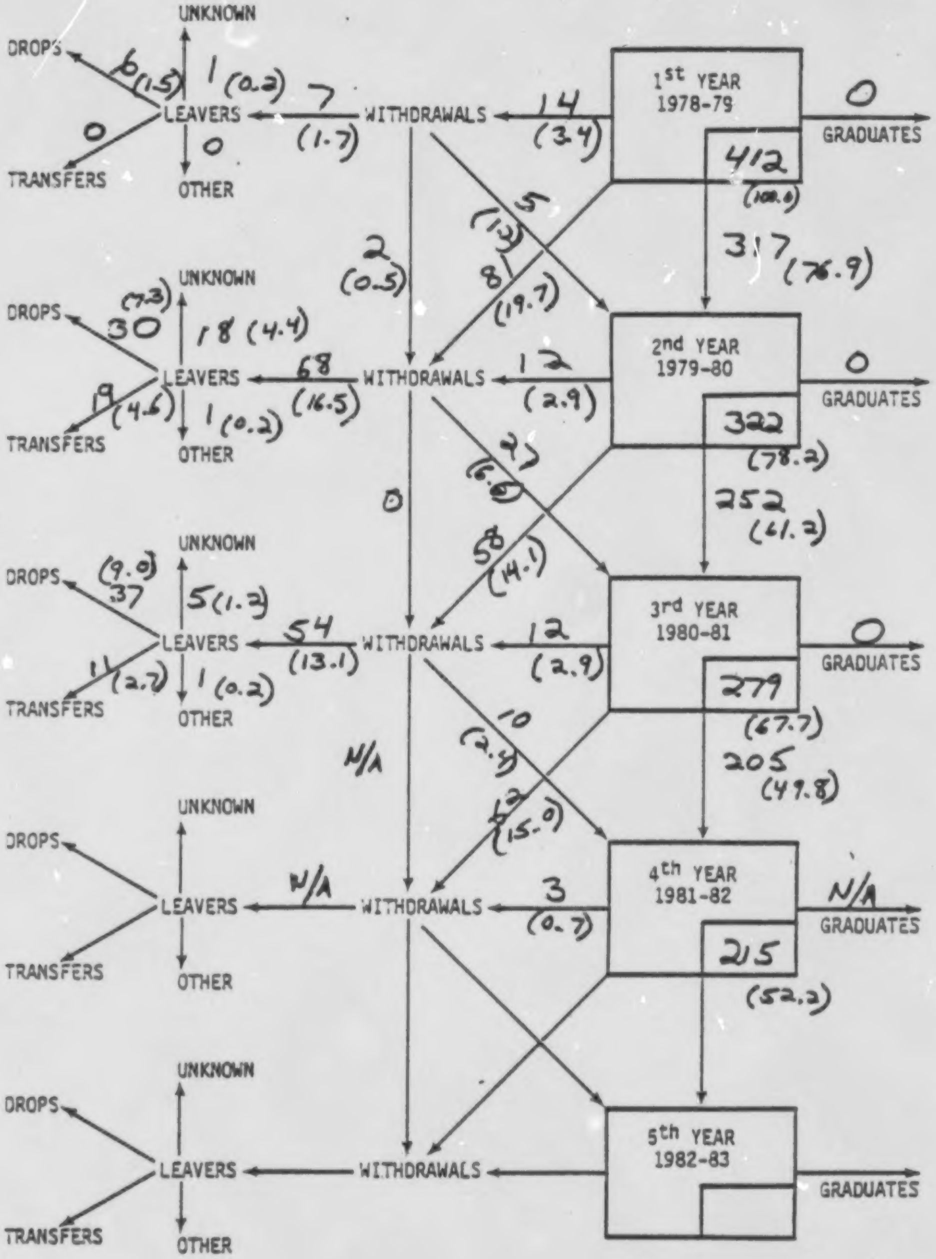
HISPANIC STUDENTS ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
1 (0.1)
1 (0.1)
LEAVERS
3 (0.4)
WITHDRAWALS
16 (2.4)
1st YEAR 1978-79
0
GRADUATES
1 (0.1)
0
TRANSFERS
OTHER
676 (100.0)
12 (1.8)
1 (0.1)
65 (9.6)
595 (88.0)
UNKNOWN
DROPS
(3.6) 24
6 (0.9)
54 (8.1)
LEAVERS
WITHDRAWALS
33 (4.9)
2nd YEAR 1979-80
0
GRADUATES
24 (3.6)
0
TRANSFERS
OTHER
607 (89.8)
44 (6.5)
516 (76.3)
1 (0.1)
58 (8.6)
UNKNOWN
DROPS
22 (3.3)
10 (1.5)
LEAVERS
53 (7.8)
WITHDRAWALS
12 (1.8)
3rd YEAR 1980-81
3 (0.4)
GRADUATES
16 (2.4)
4 (0.6)
TRANSFERS
OTHER
560 (82.8)
11 (1.6)
N/A
58 (8.6)
487 (72.9)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
2 (0.3)
4th YEAR 1981-82
N/A
GRADUATES
TRANSFERS
OTHER
498 (73.7)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

HISPANIC STUDENTS ON GRADE LEVEL

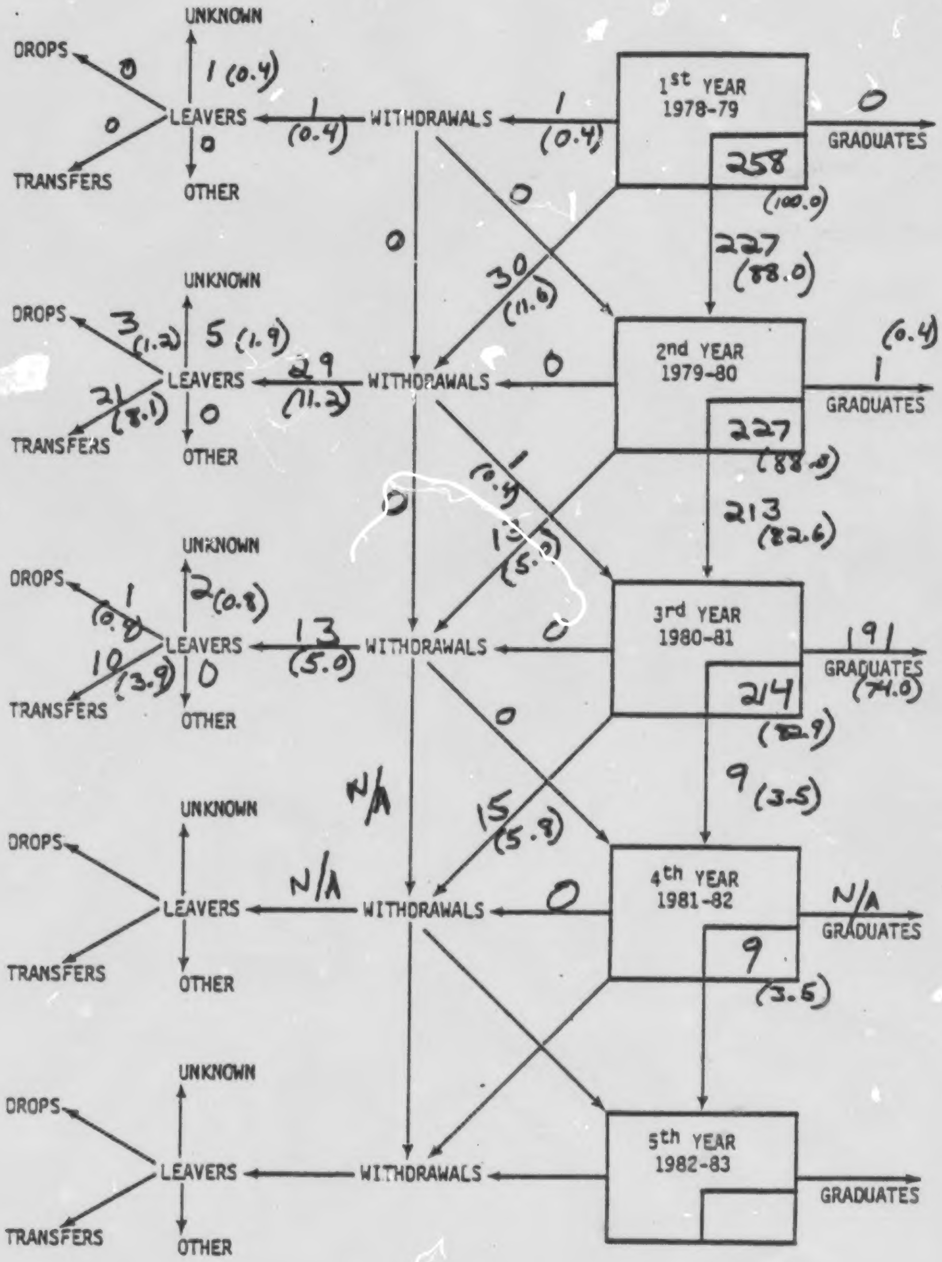
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


1st YEAR 1978-79
2nd YEAR 1979-80
3rd YEAR 1980-81
4th YEAR 1981-82
5th YEAR 1982-83
GRADUATES
WITHDRAWALS
LEAVERS
DROPS
TRANSFERS
UNKNOWN
OTHER
412 (100.0)
0
14 (3.4)
7 (1.7)
6 (1.5)
1 (0.2)
0
0
5 (1.2)
2 (0.5)
81 (19.7)
317 (76.9)
322 (78.2)
0
12 (2.9)
68 (16.5)
(7.3) 30
18 (4.4)
19 (4.6)
1 (0.2)
27 (6.6)
0
58 (14.1)
252 (61.2)
279 (67.7)
0
12 (2.9)
54 (13.1)
(9.0) 37
5 (1.2)
11 (2.7)
1 (0.2)
10 (2.4)
N/A
62 (15.0)
205 (49.8)
215 (52.2)
N/A
3 (0.7)
N/A

HISPANIC STUDENTS BELOW GRADE LEVEL

217

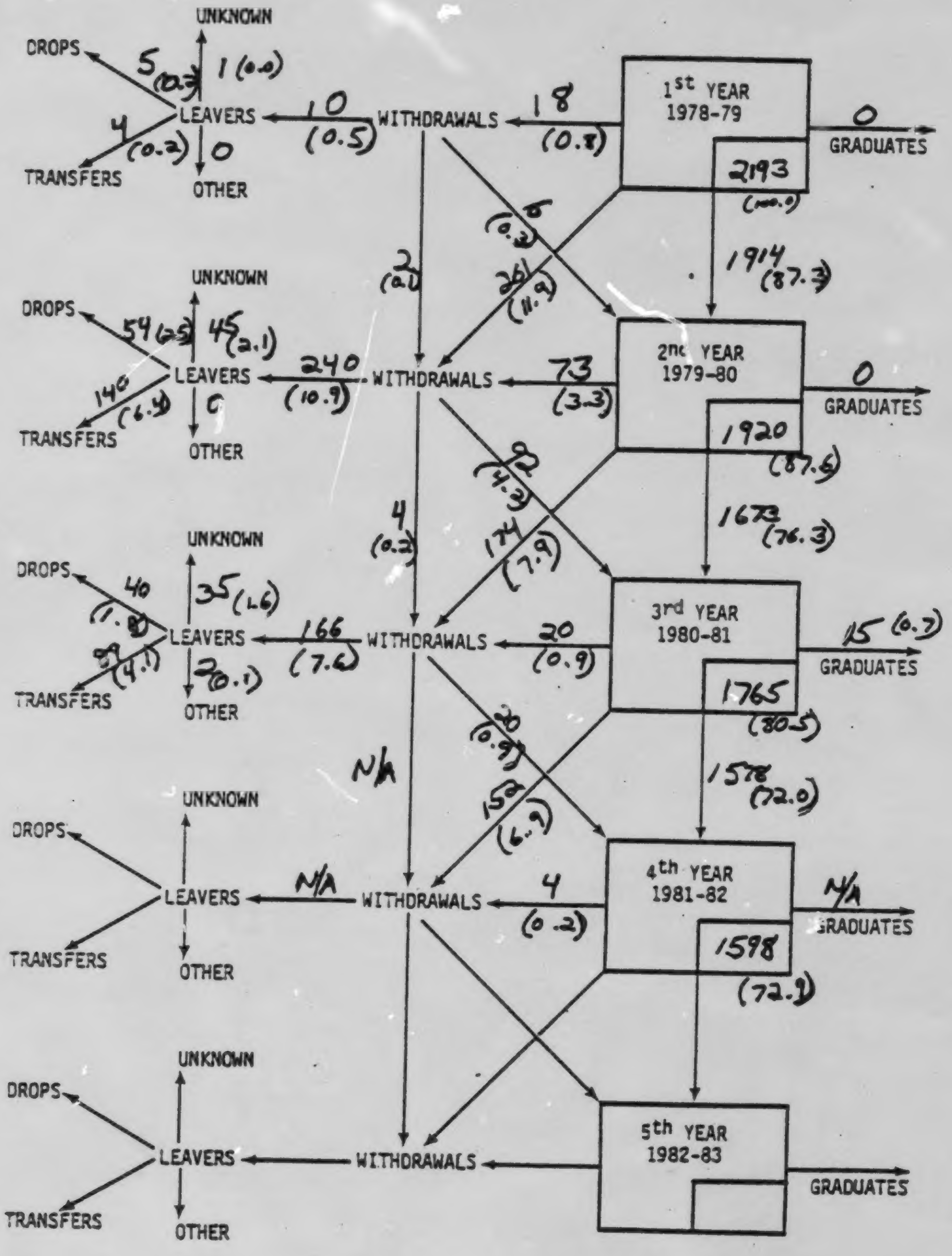
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


1st YEAR 1978-79
258
(100.0)
GRADUATES
0
WITHDRAWALS
1
(0.4)
LEAVERS
1
(0.4)
UNKNOWN
1 (0.4)
DROPS
0
TRANSFERS
0
OTHER
0
0
0
30
(11.6)
227
(88.0)
2nd YEAR 1979-80
227
(88.0)
GRADUATES
1
(0.4)
WITHDRAWALS
0
LEAVERS
29
(11.2)
UNKNOWN
5 (1.9)
DROPS
3
(1.2)
TRANSFERS
21
(8.1)
OTHER
0
0
1
(0.4)
13
(5.0)
213
(82.6)
3rd YEAR 1980-81
214
(82.9)
GRADUATES
191
(74.0)
WITHDRAWALS
0
LEAVERS
13
(5.0)
UNKNOWN
2 (0.8)
DROPS
1
(0.4)
TRANSFERS
10
(3.9)
OTHER
0
N/A
0
15
(5.8)
9 (3.5)
4th YEAR 1981-82
9
(3.5)
GRADUATES
N/A
WITHDRAWALS
0
LEAVERS
N/A
UNKNOWN
DROPS
TRANSFERS
OTHER
5th YEAR 1982-83
GRADUATES
WITHDRAWALS
LEAVERS
UNKNOWN
DROPS
TRANSFERS
OTHER

ANGLO AND OTHER STUDENTS ABOVE GRADE LEVEL

218

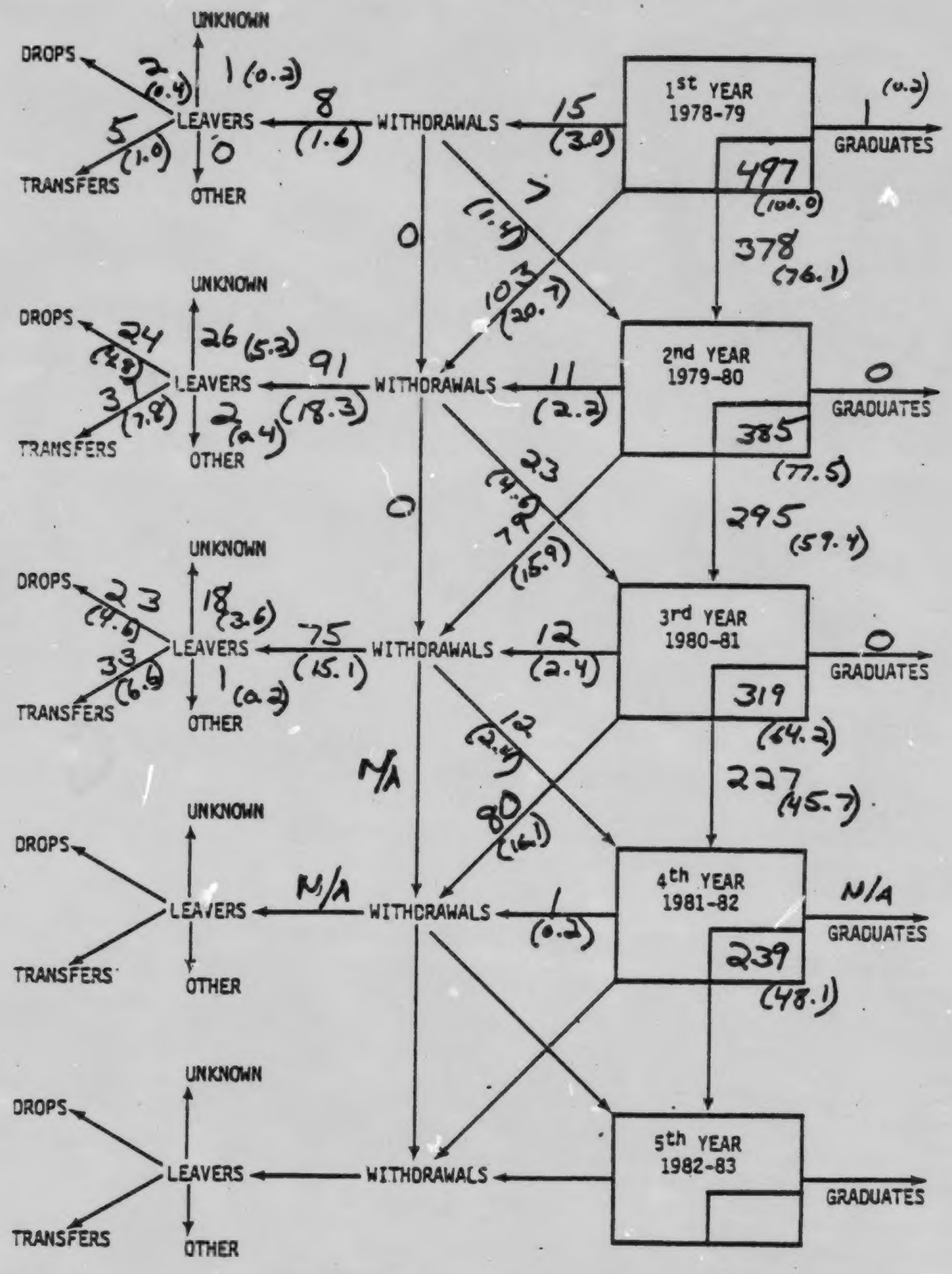
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


1st YEAR 1978-79
2193
(100.0)
18
(0.8)
WITHDRAWALS
10
(0.5)
LEAVERS
DROPS
5 (0.2)
UNKNOWN
1 (0.0)
TRANSFERS
4 (0.2)
OTHER
0
0
GRADUATES
6 (0.3)
261 (11.9)
2 (0.1)
1914 (87.3)
2nd YEAR 1979-80
1920
(87.6)
73
(3.3)
WITHDRAWALS
240
(10.9)
LEAVERS
DROPS
54 (2.5)
UNKNOWN
45 (2.1)
TRANSFERS
140 (6.4)
OTHER
0
0
GRADUATES
92 (4.2)
174 (7.9)
4 (0.2)
1673 (76.3)
3rd YEAR 1980-81
1765
(80.5)
20
(0.9)
WITHDRAWALS
166
(7.6)
LEAVERS
DROPS
40 (1.8)
UNKNOWN
35 (1.6)
TRANSFERS
89 (4.1)
OTHER
2 (0.1)
15 (0.7)
GRADUATES
20 (0.9)
152 (6.9)
N/A
1578 (72.0)
4th YEAR 1981-82
1598
(72.9)
4
(0.2)
WITHDRAWALS
N/A
LEAVERS
DROPS
UNKNOWN
TRANSFERS
OTHER
N/A
GRADUATES
5th YEAR 1982-83
WITHDRAWALS
LEAVERS
DROPS
UNKNOWN
TRANSFERS
OTHER
GRADUATES

ANGLO AND OTHER STUDENTS ON GRADE LEVEL

219

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
2 (0.4)
1 (0.2)
LEAVERS
8 (1.6)
WITHDRAWALS
15 (3.0)
1st YEAR 1978-79
1 (0.2)
GRADUATES
5 (1.0)
0
TRANSFERS
OTHER
497 (100.0)
7 (1.4)
0
103 (20.7)
378 (76.1)
UNKNOWN
DROPS
24 (4.8)
26 (5.2)
91 (18.3)
LEAVERS
WITHDRAWALS
11 (2.2)
2nd YEAR 1979-80
0
GRADUATES
37 (7.8)
2 (0.4)
TRANSFERS
OTHER
385 (77.5)
23 (4.6)
0
79 (15.9)
295 (59.4)
UNKNOWN
DROPS
23 (4.6)
18 (3.6)
75 (15.1)
LEAVERS
WITHDRAWALS
12 (2.4)
3rd YEAR 1980-81
0
GRADUATES
33 (6.6)
1 (0.2)
TRANSFERS
OTHER
319 (64.2)
12 (2.4)
N/A
80 (16.1)
227 (45.7)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
1 (0.2)
4th YEAR 1981-82
N/A
GRADUATES
TRANSFERS
OTHER
239 (48.1)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

ANGLO AND OTHER STUDENTS BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS

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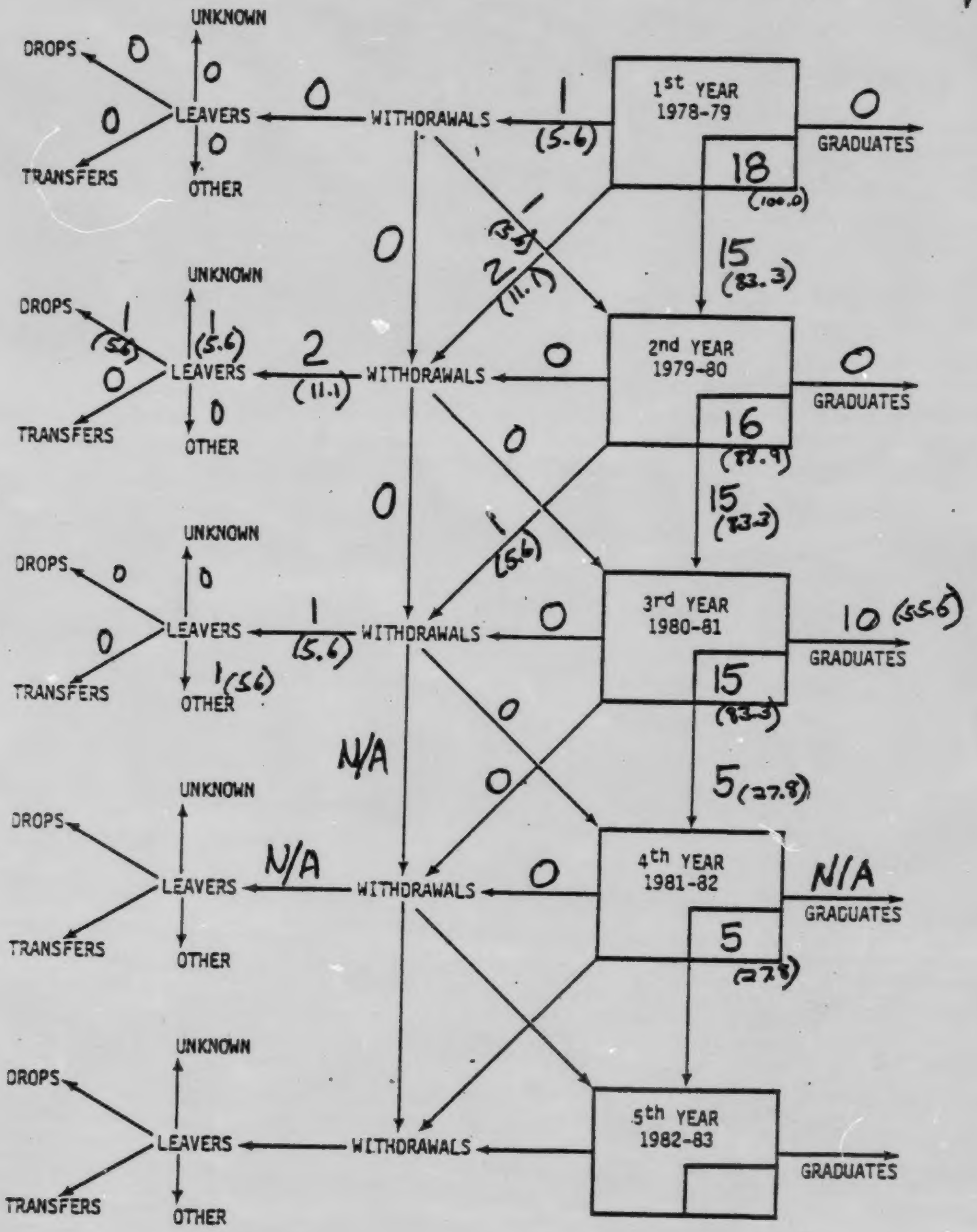
UNKNOWN
DROPS
0
0
LEAVERS
0
0
WITHDRAWALS
1
(5.6)
1st YEAR
1978-79
0
GRADUATES
0
TRANSFERS
OTHER
18
(100.0)
1
(5.6)
2
(11.1)
0
15
(83.3)
UNKNOWN
DROPS
1
(5.6)
1
(5.6)
LEAVERS
0
2
(11.1)
WITHDRAWALS
0
2nd YEAR
1979-80
0
GRADUATES
TRANSFERS
0
OTHER
16
(88.9)
0
0
15
(83.3)
1
(5.6)
UNKNOWN
DROPS
0
0
LEAVERS
0
1
(5.6)
WITHDRAWALS
0
3rd YEAR
1980-81
10 (55.6)
GRADUATES
TRANSFERS
1 (5.6)
OTHER
15
(83.3)
0
N/A
0
5 (27.8)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
N/A
GRADUATES
TRANSFERS
OTHER
5
(27.8)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

BLACK MALES ABOVE GRADE LEVEL

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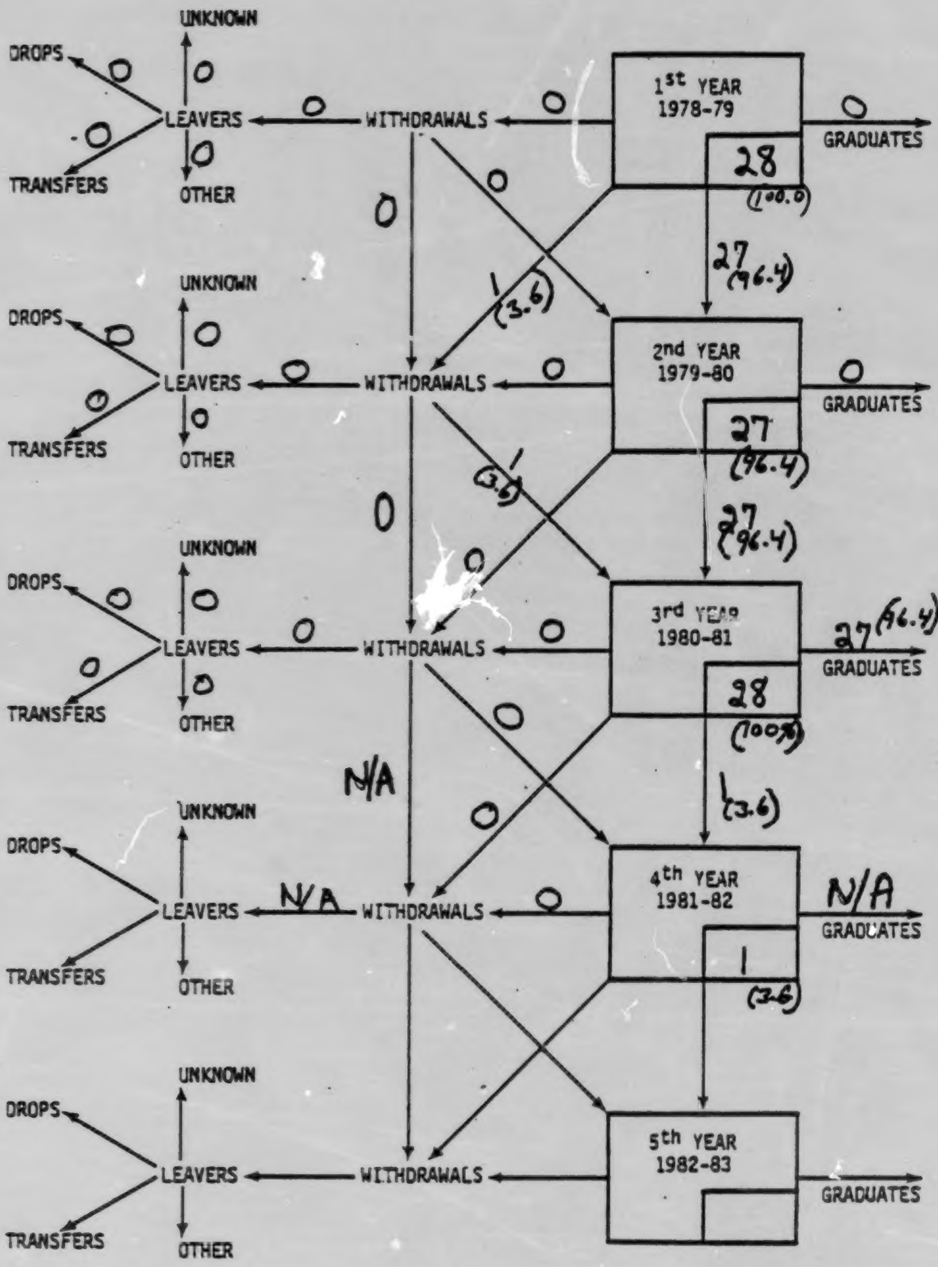
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
LEAVERS
0
WITHDRAWALS
0
1st YEAR
1978-79
0
GRADUATES
0
0
TRANSFERS
OTHER
28
(100.0)
0
0
27
(96.4)
1
(3.6)
UNKNOWN
DROPS
0
0
LEAVERS
0
WITHDRAWALS
0
2nd YEAR
1979-80
0
GRADUATES
0
0
TRANSFERS
OTHER
27
(96.4)
1
(3.6)
0
27
(96.4)
0
UNKNOWN
DROPS
0
0
LEAVERS
0
WITHDRAWALS
0
3rd YEAR
1980-81
27 (96.4)
GRADUATES
0
0
TRANSFERS
OTHER
28
(100%)
0
N/A
0
1
(3.6)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
N/A
GRADUATES
TRANSFERS
OTHER
1
(3.6)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

BLACK FEMALES ABOVE GRADE LEVEL

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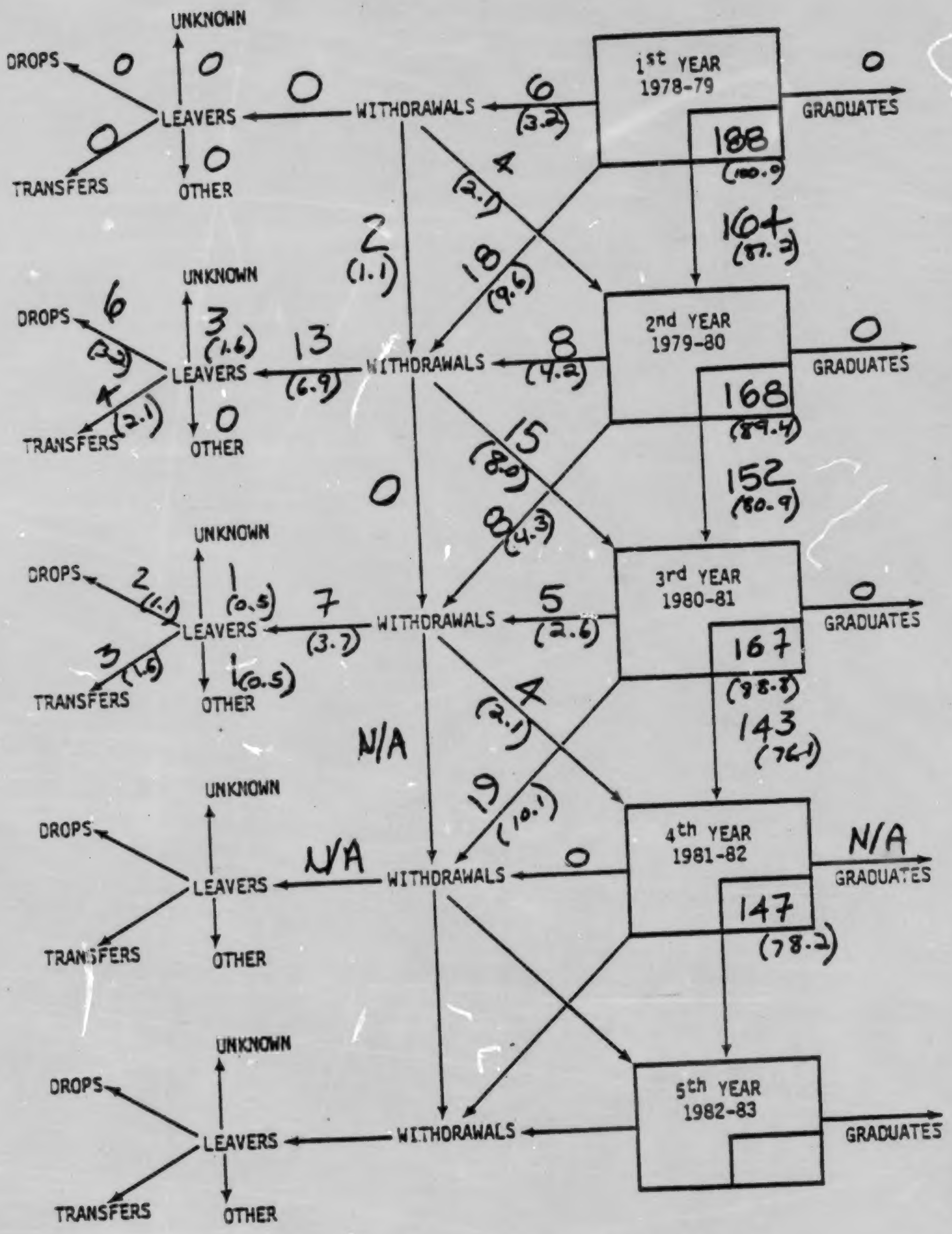
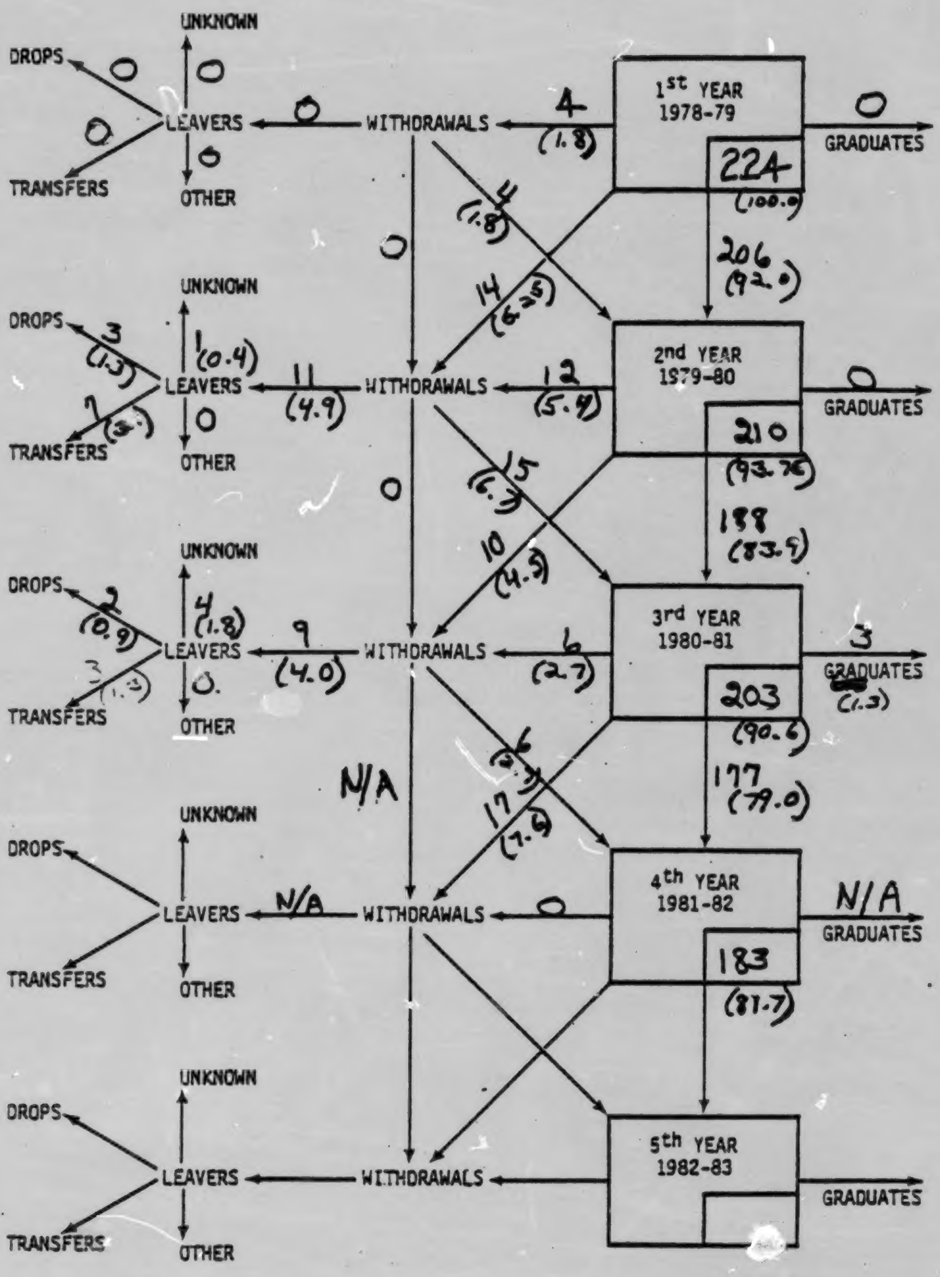
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
GRADUATES
1st YEAR 1978-79
0
0
0
0
0
6 (3.2)
188 (100.0)
0
4 (2.1)
18 (9.6)
2 (1.1)
164 (87.2)
2nd YEAR 1979-80
6 (3.2)
3 (1.6)
4 (2.1)
0
13 (6.9)
8 (4.2)
168 (89.4)
0
15 (8.0)
8 (4.3)
0
152 (80.9)
3rd YEAR 1980-81
2 (1.1)
1 (0.5)
3 (1.6)
1 (0.5)
7 (3.7)
5 (2.6)
167 (88.8)
0
4 (2.1)
19 (10.1)
N/A
143 (76.1)
4th YEAR 1981-82
N/A
0
147 (78.2)
N/A
5th YEAR 1982-83

BLACK MALES ON GRADE LEVEL

V

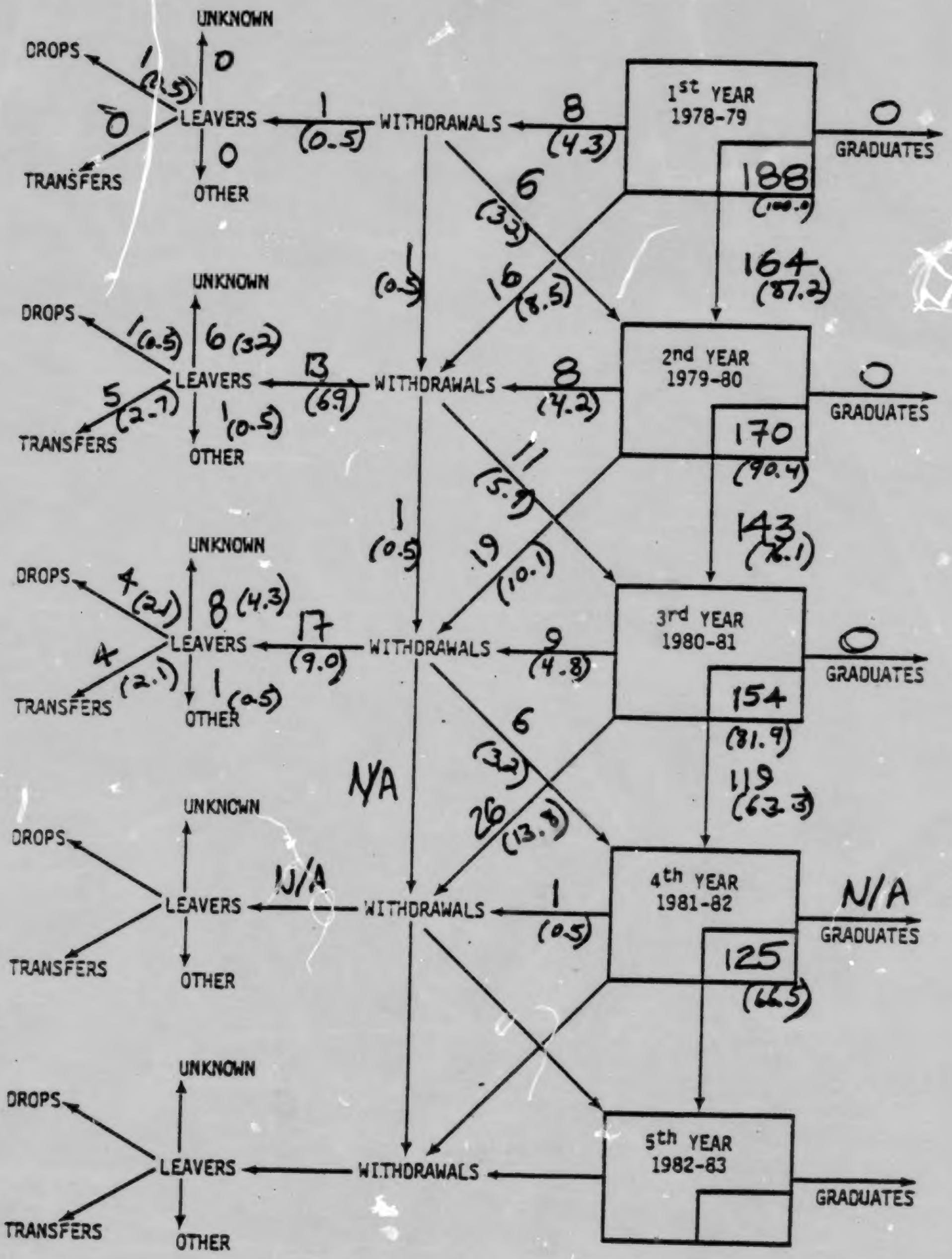
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
0
LEAVERS
0
WITHDRAWALS
4
(1.8)
1st YEAR
1978-79
224
(100.0)
0
GRADUATES
TRANSFERS
0
OTHER
4
(1.8)
0
206
(92.0)
14
(6.25)
UNKNOWN
DROPS
3
(1.3)
1
(0.4)
LEAVERS
11
(4.9)
WITHDRAWALS
12
(5.4)
2nd YEAR
1979-80
0
GRADUATES
7
(3.1)
0
210
(93.75)
TRANSFERS
OTHER
15
(6.7)
0
188
(83.9)
10
(4.5)
UNKNOWN
DROPS
2
(0.9)
4
(1.8)
LEAVERS
9
(4.0)
WITHDRAWALS
6
(2.7)
3rd YEAR
1980-81
3
GRADUATES
(1.3)
3
(1.3)
0.
203
(90.6)
TRANSFERS
OTHER
N/A
6
(2.7)
177
(79.0)
17
(7.6)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
N/A
GRADUATES
183
(81.7)
TRANSFERS
OTHER
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

BLACK FEMALES ON GRADE LEVEL

224

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN 0
DROPS 1 (0.5)
TRANSFERS 0
OTHER 0
LEAVERS 1 (0.5)
WITHDRAWALS 8 (4.3)
1st YEAR 1978-79
188 (100.0)
GRADUATES 0
6 (3.2)
16 (8.5)
1 (0.5)
164 (87.2)
UNKNOWN 6 (3.2)
DROPS 1 (0.5)
TRANSFERS 5 (2.7)
OTHER 1 (0.5)
LEAVERS 13 (6.9)
WITHDRAWALS 8 (4.2)
2nd YEAR 1979-80
170 (90.4)
GRADUATES 0
11 (5.9)
19 (10.1)
1 (0.5)
143 (76.1)
UNKNOWN 8 (4.3)
DROPS 4 (2.1)
TRANSFERS 4 (2.1)
OTHER 1 (0.5)
LEAVERS 17 (9.0)
WITHDRAWALS 9 (4.8)
3rd YEAR 1980-81
154 (81.9)
GRADUATES 0
6 (3.2)
26 (13.8)
N/A
119 (63.3)
UNKNOWN
DROPS
TRANSFERS
OTHER
LEAVERS N/A
WITHDRAWALS 1 (0.5)
4th YEAR 1981-82
125 (66.5)
GRADUATES N/A
UNKNOWN
DROPS
TRANSFERS
OTHER
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES

BLACK MALES BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS

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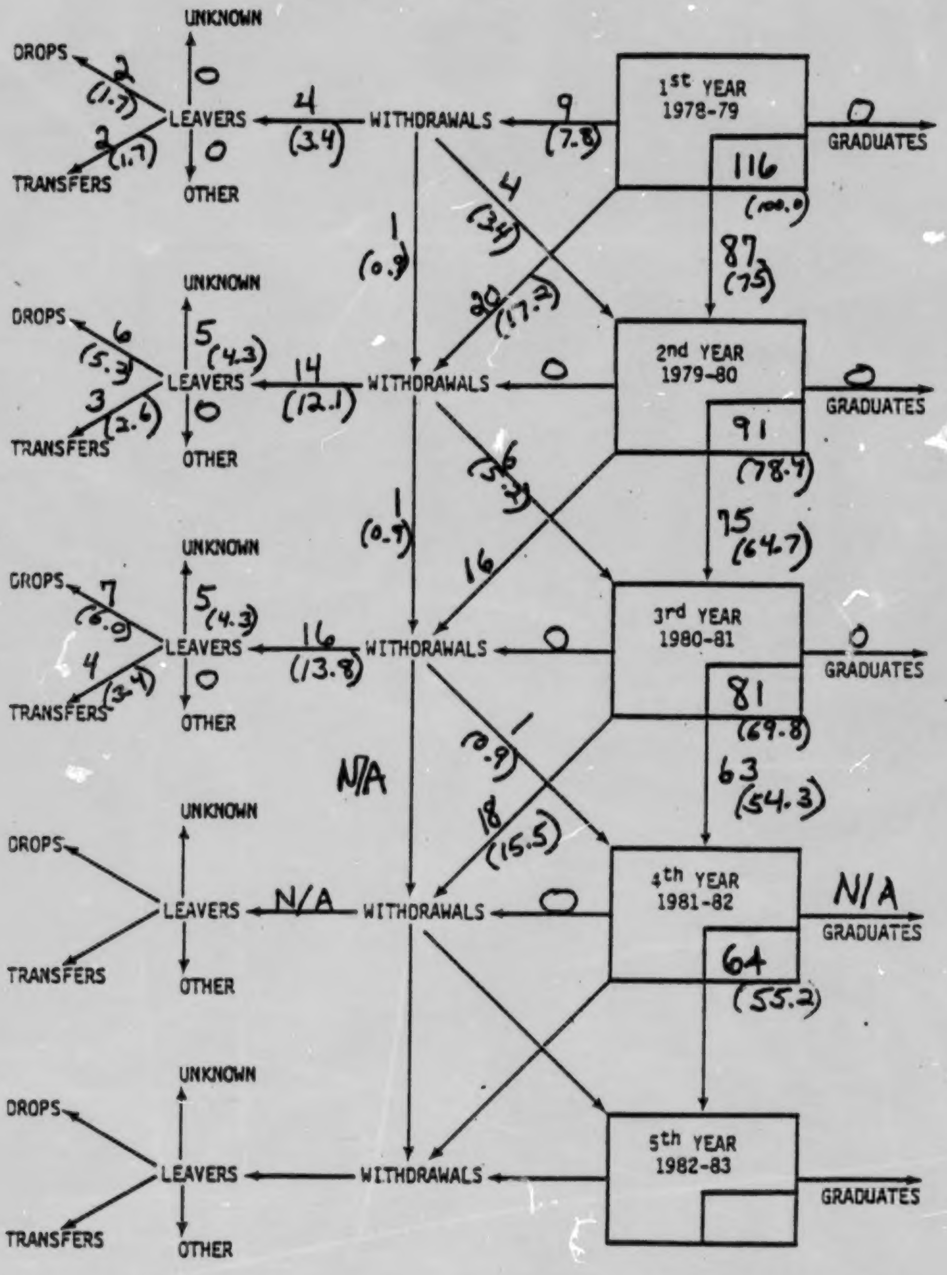
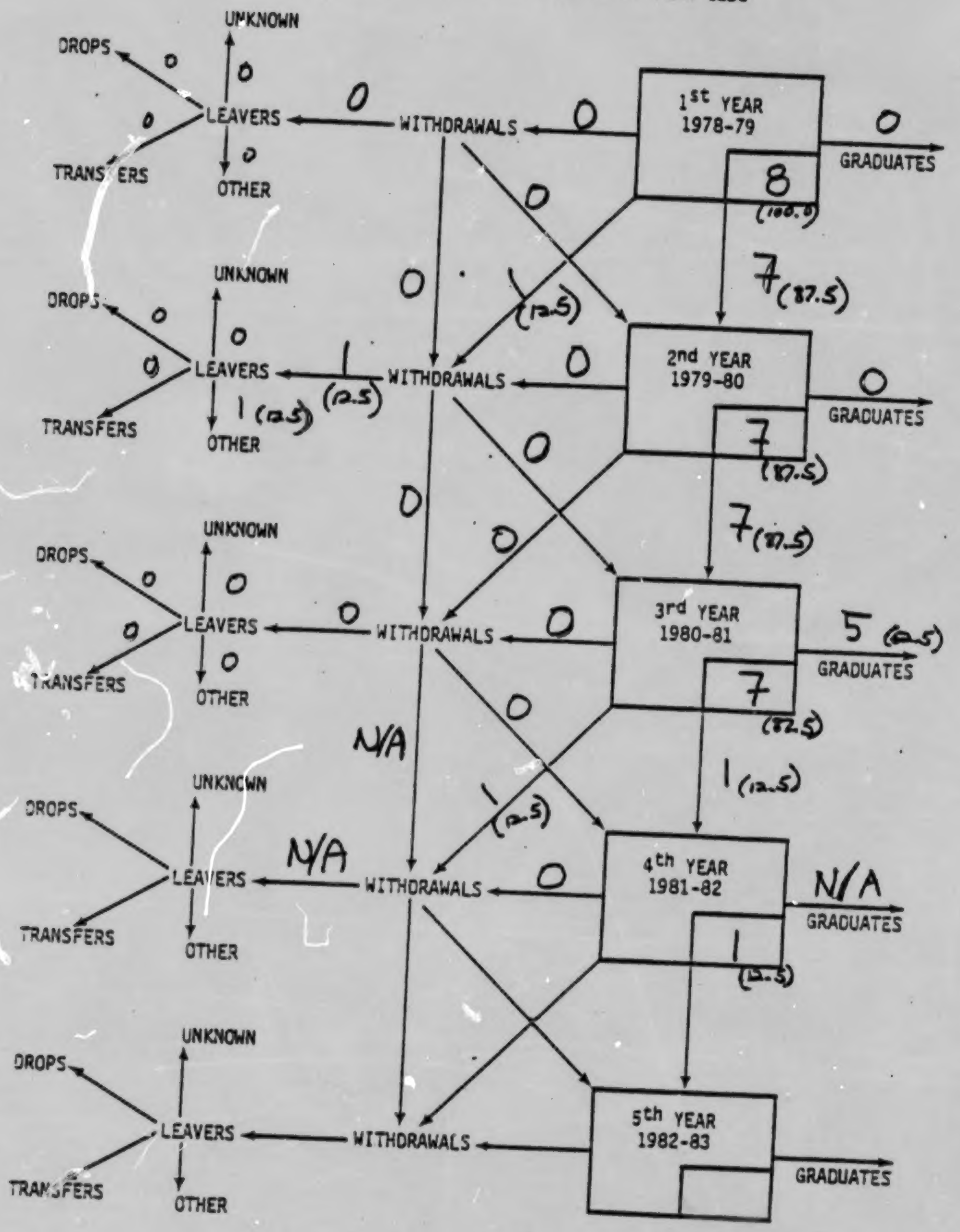

UNKNOWN
DROPS
2 (1.7)
0
LEAVERS
4 (3.4)
WITHDRAWALS
9 (7.8)
1st YEAR 1978-79
0
GRADUATES
2 (1.7)
0
TRANSFERS
OTHER
116 (100.0)
4 (3.4)
1 (0.9)
87 (75)
20 (17.2)
UNKNOWN
DROPS
6 (5.3)
5 (4.3)
LEAVERS
14 (12.1)
WITHDRAWALS
0
2nd YEAR 1979-80
0
GRADUATES
3 (2.6)
0
TRANSFERS
OTHER
91 (78.4)
6 (5.2)
1 (0.9)
75 (64.7)
16
UNKNOWN
DROPS
7 (6.0)
5 (4.3)
LEAVERS
16 (13.8)
WITHDRAWALS
0
3rd YEAR 1980-81
0
GRADUATES
4 (3.4)
0
TRANSFERS
OTHER
81 (69.8)
1 (0.9)
63 (54.3)
N/A
18 (15.5)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR 1981-82
N/A
GRADUATES
TRANSFERS
OTHER
64 (55.2)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

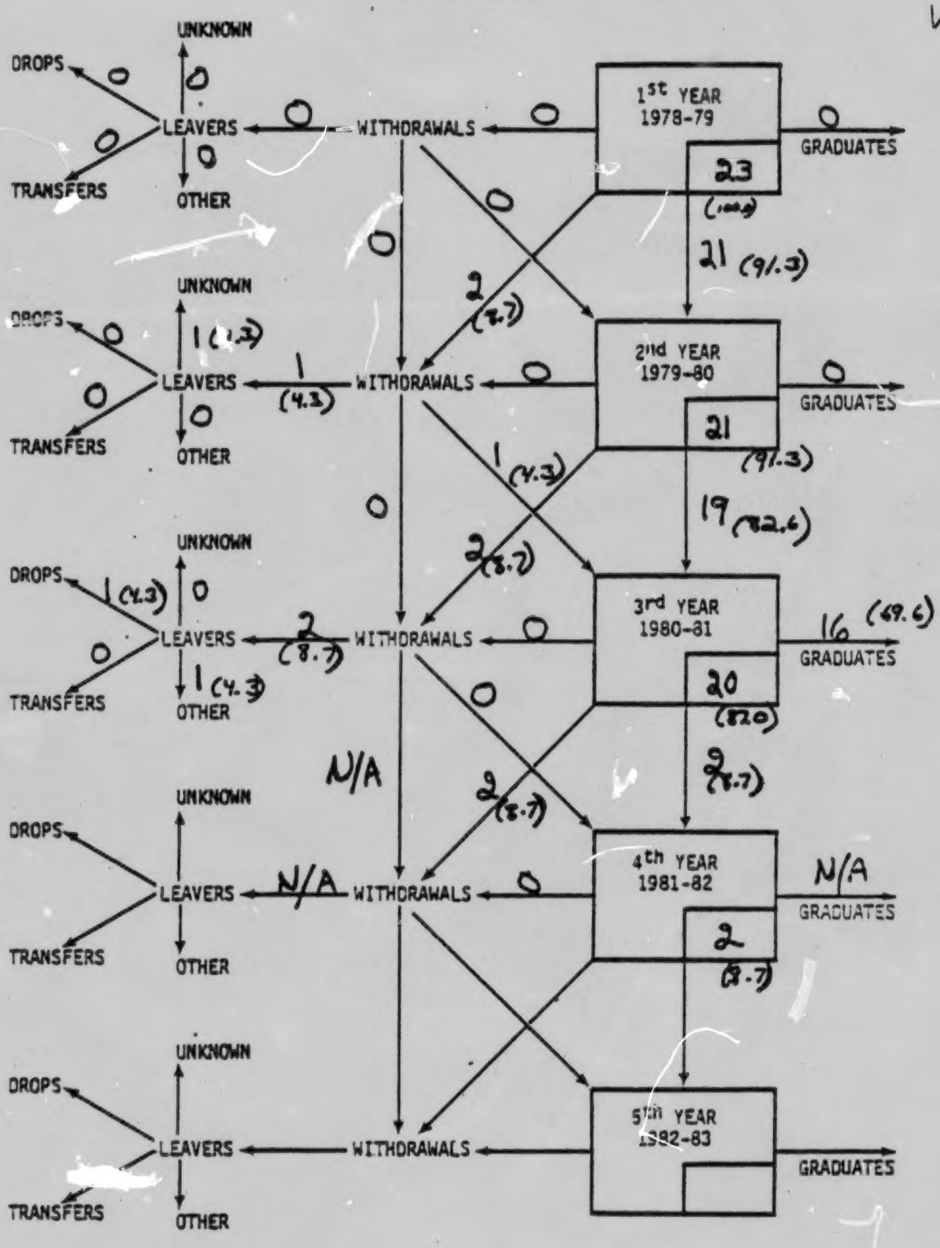
BLACK FEMALES BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
0
LEAVERS
0
WITHDRAWALS
0
1st YEAR
1978-79
0
GRADUATES
TRANSFERS
0
OTHER
8
(100.0)
0
7 (87.5)
UNKNOWN
DROPS
0
0
1 (12.5)
0
0
LEAVERS
1
(12.5)
WITHDRAWALS
0
2nd YEAR
1979-80
0
GRADUATES
1 (12.5)
TRANSFERS
OTHER
7
(87.5)
0
0
7 (87.5)
0
UNKNOWN
DROPS
0
0
0
LEAVERS
0
WITHDRAWALS
0
3rd YEAR
1980-81
5 (62.5)
GRADUATES
0
TRANSFERS
OTHER
7
(87.5)
0
N/A
1 (12.5)
1 (12.5)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
N/A
GRADUATES
TRANSFERS
OTHER
1
(12.5)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

HISPANIC MALES ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
LEAVERS
0
WITHDRAWALS
0
1st YEAR
1978-79
0
GRADUATES
0
0
TRANSFERS
OTHER
23
(100.0)
0
0
21 (91.3)
2
(8.7)
UNKNOWN
DROPS
0
1 (4.3)
LEAVERS
1
(4.3)
WITHDRAWALS
0
2nd YEAR
1979-80
0
GRADUATES
0
0
TRANSFERS
OTHER
21
(91.3)
1 (4.3)
0
19 (82.6)
2 (8.7)
UNKNOWN
DROPS
1 (4.3)
0
LEAVERS
2
(8.7)
WITHDRAWALS
0
3rd YEAR
1980-81
16 (69.6)
GRADUATES
0
1 (4.3)
TRANSFERS
OTHER
20
(87.0)
0
N/A
2
(8.7)
2
(8.7)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
N/A
GRADUATES
TRANSFERS
OTHER
2
(8.7)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

HISPANIC FEMALES ABOVE GRADE LEVEL

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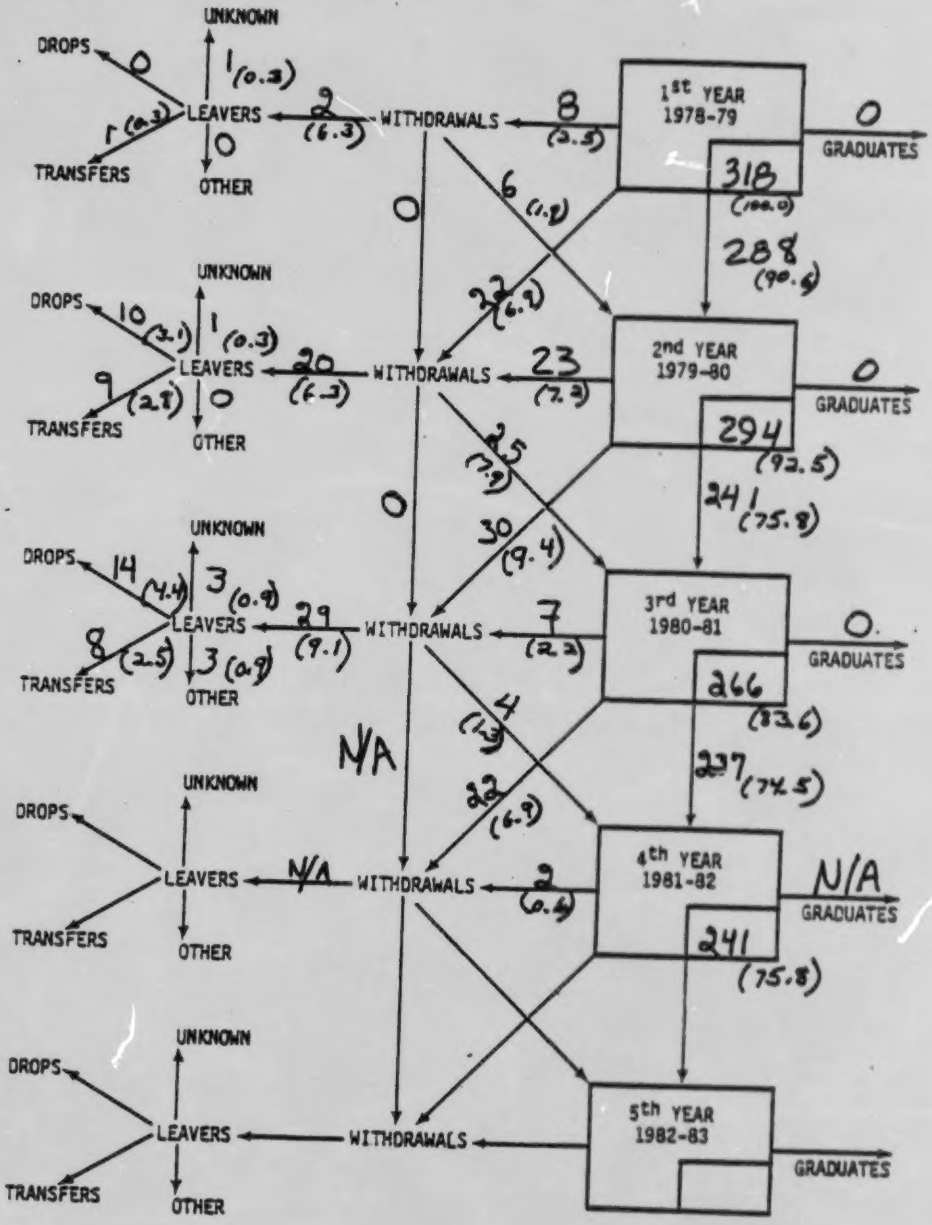
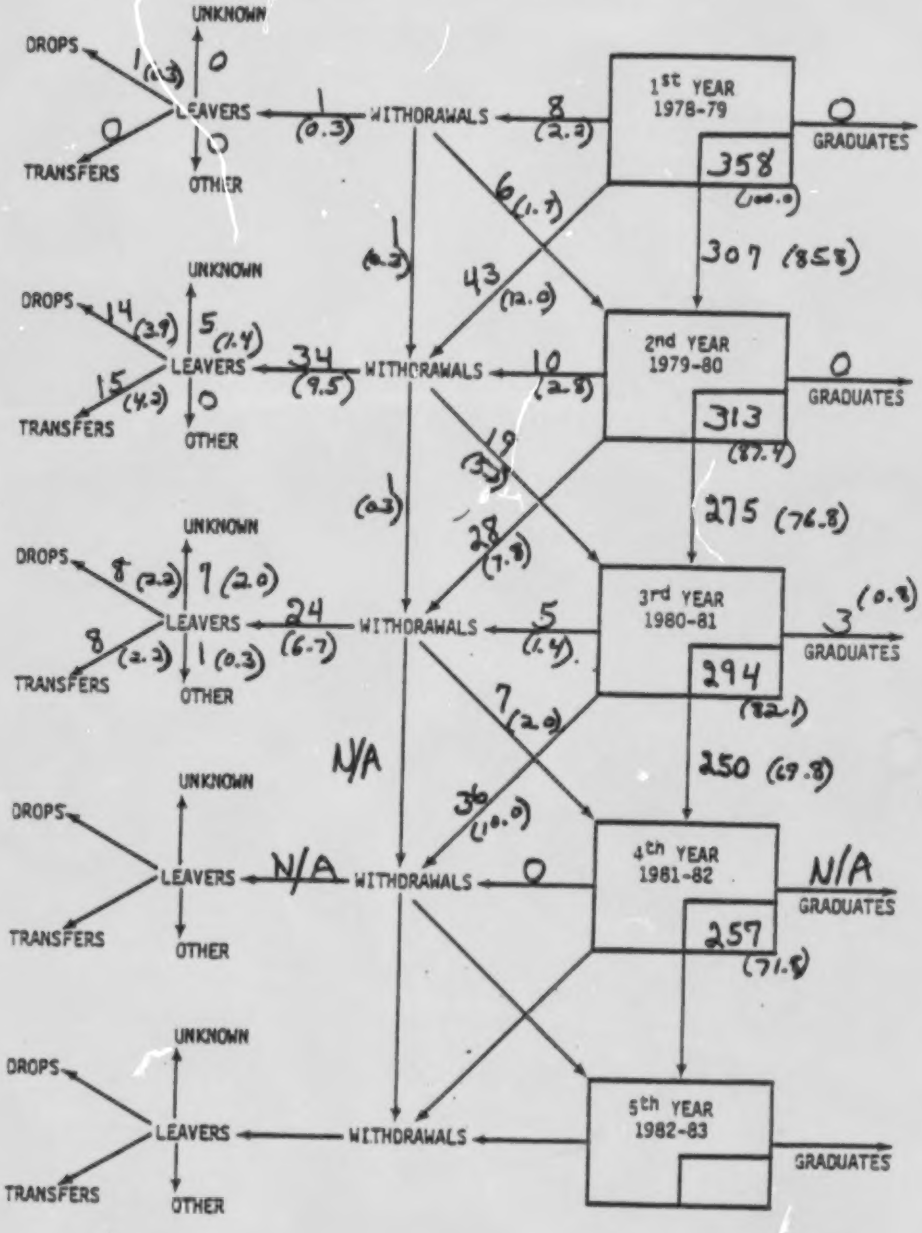
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
1 (0.3)
LEAVERS
r (0.3)
TRANSFERS
0
OTHER
2 (6.3)
WITHDRAWALS
8 (2.5)
1st YEAR 1978-79
318 (100.0)
0
GRADUATES
6 (1.9)
0
288 (90.6)
UNKNOWN
DROPS
10 (3.1)
1 (0.3)
LEAVERS
9 (2.8)
TRANSFERS
0
OTHER
20 (6.3)
WITHDRAWALS
22 (6.9)
23 (7.2)
2nd YEAR 1979-80
294 (92.5)
0
GRADUATES
25 (7.9)
0
241 (75.8)
30 (9.4)
UNKNOWN
DROPS
14 (4.4)
3 (0.9)
LEAVERS
8 (2.5)
TRANSFERS
3 (0.9)
OTHER
29 (9.1)
WITHDRAWALS
7 (2.2)
3rd YEAR 1980-81
266 (83.6)
0.
GRADUATES
4 (1.3)
N/A
237 (74.5)
22 (6.9)
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
N/A
WITHDRAWALS
2 (0.6)
4th YEAR 1981-82
241 (75.8)
N/A
GRADUATES
UNKNOWN
DROPS
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
5th YEAR 1982-83
GRADUATES

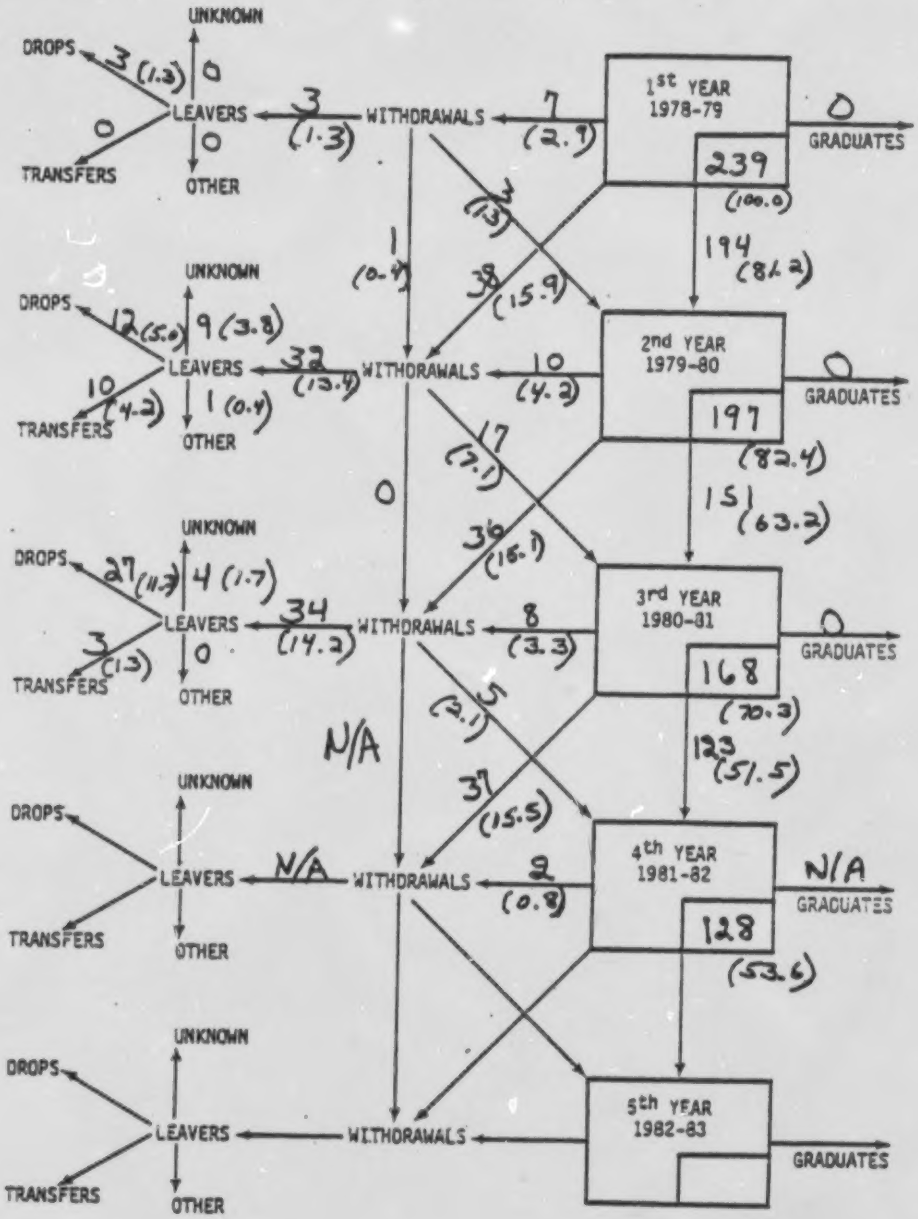
HISPANIC MALES ON GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


1st YEAR 1978-79
358 (100.0)
0 GRADUATES
8 (2.2) WITHDRAWALS
1 (0.3) LEAVERS
1 (0.3) DROPS
0 UNKNOWN
0 TRANSFERS
0 OTHER
6 (1.7)
1 (0.3)
43 (12.0)
307 (85.8)
2nd YEAR 1979-80
313 (87.4)
0 GRADUATES
10 (2.8) WITHDRAWALS
34 (9.5) LEAVERS
14 (3.9) DROPS
5 (1.4) UNKNOWN
15 (4.2) TRANSFERS
0 OTHER
19 (5.3)
1 (0.3)
28 (7.8)
275 (76.8)
3rd YEAR 1980-81
294 (82.1)
3 (0.8) GRADUATES
5 (1.4) WITHDRAWALS
24 (6.7) LEAVERS
8 (2.2) DROPS
7 (2.0) UNKNOWN
8 (2.2) TRANSFERS
1 (0.3) OTHER
7 (2.0)
N/A
36 (10.0)
250 (69.8)
4th YEAR 1981-82
257 (71.8)
N/A GRADUATES
0 WITHDRAWALS
N/A LEAVERS
DROPS
UNKNOWN
TRANSFERS
OTHER
5th YEAR 1982-83
GRADUATES
WITHDRAWALS
LEAVERS
DROPS
UNKNOWN
TRANSFERS
OTHER

HISPANIC FEMALES ON GRADE LEVEL

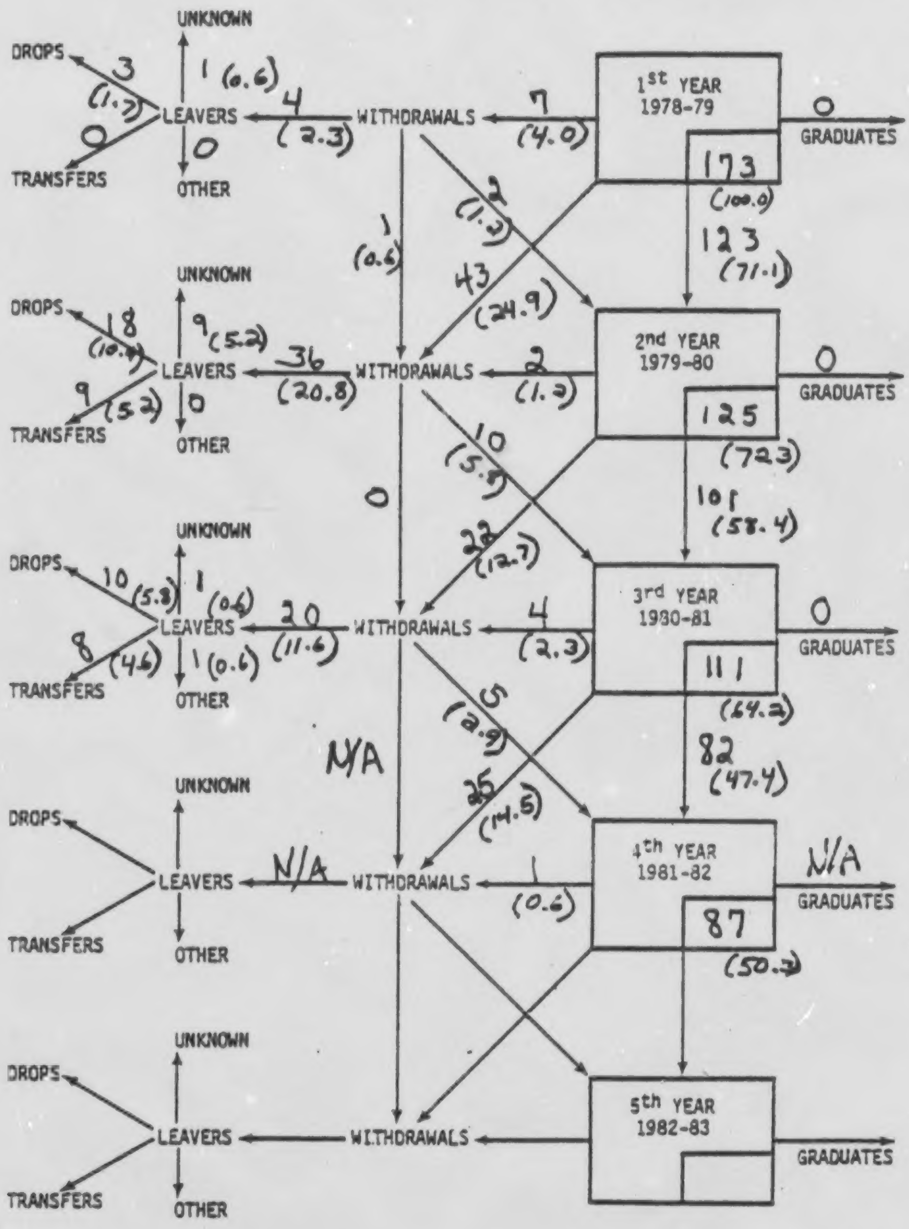
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
3 (1.3)
0
LEAVERS
3 (1.3)
WITHDRAWALS
7 (2.9)
1st YEAR 1978-79
239 (100.0)
0
GRADUATES
0
0
TRANSFERS
OTHER
3 (1.3)
1 (0.4)
38 (15.9)
194 (81.2)
UNKNOWN
DROPS
12 (5.0)
9 (3.8)
LEAVERS
32 (13.4)
WITHDRAWALS
10 (4.2)
2nd YEAR 1979-80
197 (82.4)
0
GRADUATES
10 (4.2)
TRANSFERS
1 (0.4)
OTHER
17 (7.1)
0
151 (63.2)
36 (15.1)
UNKNOWN
DROPS
27 (11.3)
4 (1.7)
LEAVERS
34 (14.2)
WITHDRAWALS
8 (3.3)
3rd YEAR 1980-81
168 (70.3)
0
GRADUATES
3 (1.3)
TRANSFERS
0
OTHER
5 (2.1)
N/A
123 (51.5)
37 (15.5)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
2 (0.8)
4th YEAR 1981-82
128 (53.6)
N/A
GRADUATES
TRANSFERS
OTHER
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

HISPANIC MALES BELOW GRADE LEVEL

81.73

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


DROPS
UNKNOWN
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
GRADUATES
1st YEAR 1978-79
2nd YEAR 1979-80
3rd YEAR 1980-81
4th YEAR 1981-82
5th YEAR 1982-83
3 (1.7)
1 (0.6)
0
0
4 (2.3)
7 (4.0)
0
173 (100.0)
2 (1.2)
1 (0.6)
43 (24.9)
123 (71.1)
18 (10.4)
9 (5.2)
9 (5.2)
0
36 (20.8)
2 (1.2)
0
125 (72.3)
10 (5.8)
0
23 (12.7)
101 (58.4)
10 (5.8)
1 (0.6)
8 (4.6)
1 (0.6)
20 (11.6)
4 (2.3)
0
111 (64.2)
5 (2.9)
N/A
25 (14.5)
82 (47.4)
N/A
1 (0.6)
N/A
87 (50.3)

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HISPANIC FEMALES BELOW GRADE LEVEL

232

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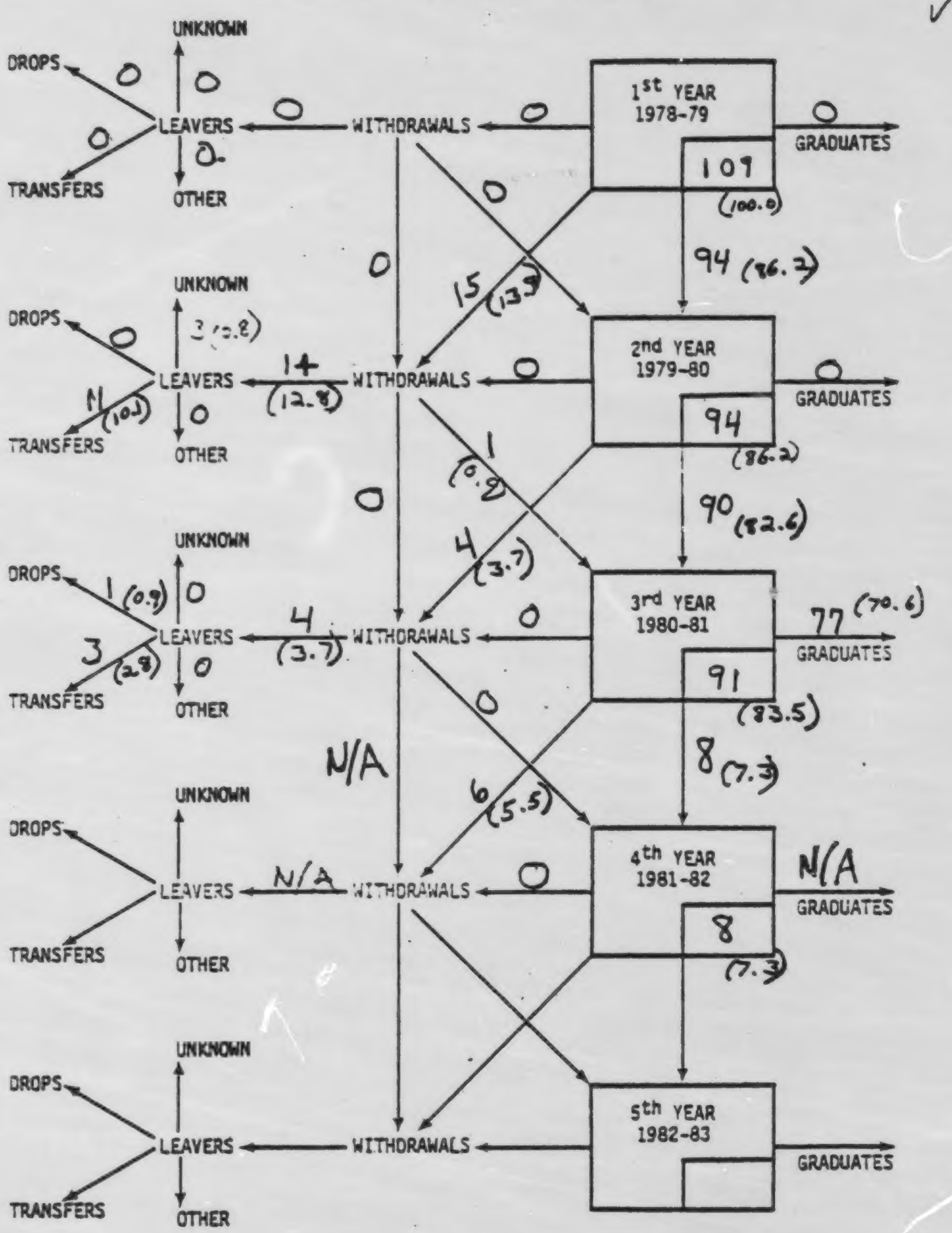
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
DROPS
0
0
LEAVERS
0
WITHDRAWALS
0
1st YEAR 1978-79
0
GRADUATES
0
0
TRANSFERS
OTHER
109
(100.0)
0
0
15 (13.8)
94 (86.2)
UNKNOWN
DROPS
0
3 (2.8)
LEAVERS
14 (12.8)
WITHDRAWALS
0
2nd YEAR 1979-80
0
GRADUATES
11 (10.1)
TRANSFERS
0
OTHER
94
(86.2)
1 (0.9)
0
4 (3.7)
90 (82.6)
UNKNOWN
DROPS
1 (0.9)
0
LEAVERS
4 (3.7)
WITHDRAWALS
0
3rd YEAR 1980-81
77 (70.6)
GRADUATES
3 (2.8)
TRANSFERS
0
OTHER
91
(83.5)
N/A
0
6 (5.5)
8 (7.3)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR 1981-82
N/A
GRADUATES
TRANSFERS
OTHER
8
(7.3)
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

ANGLO OR OTHER MALES ABOVE GRADE LEVEL

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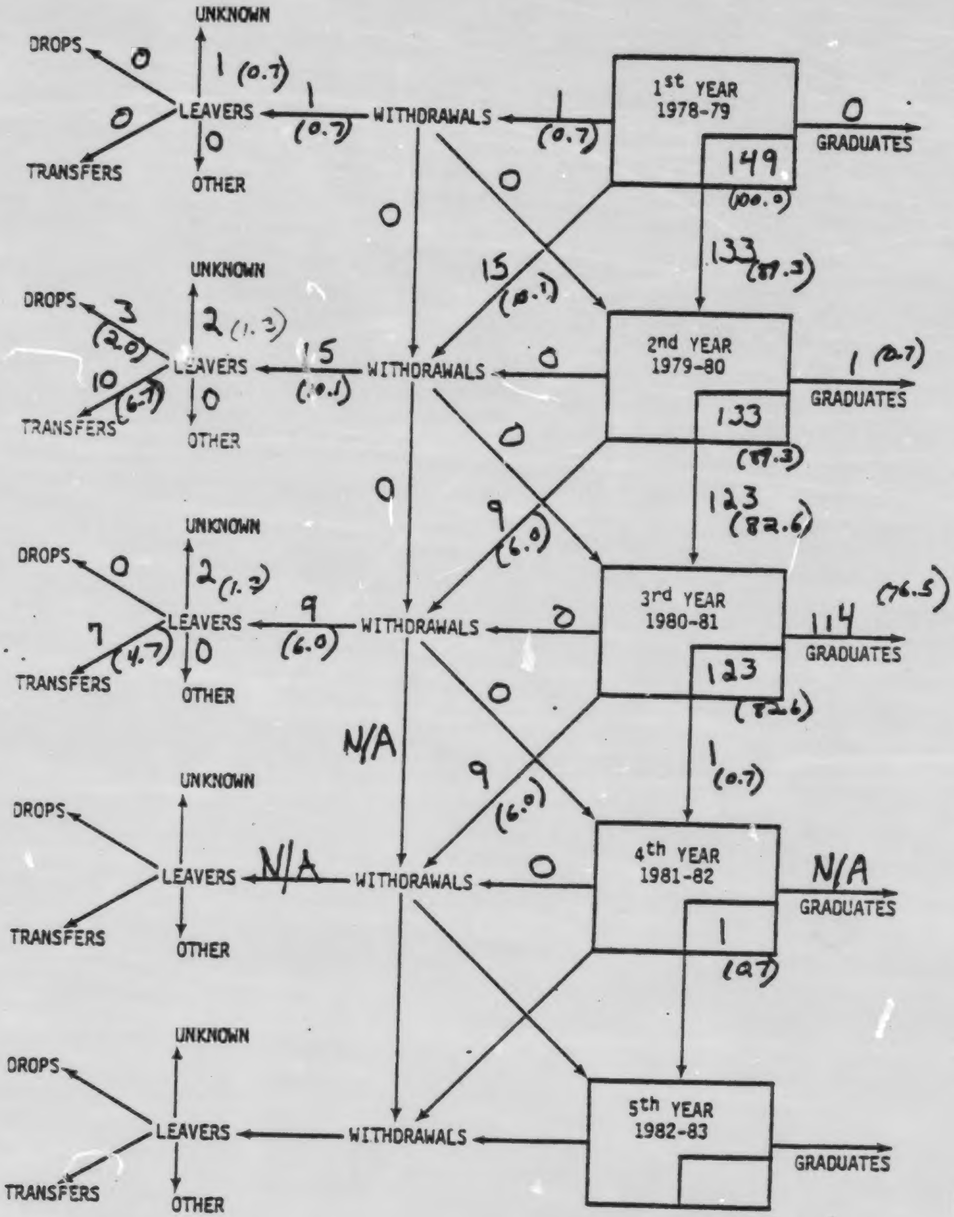
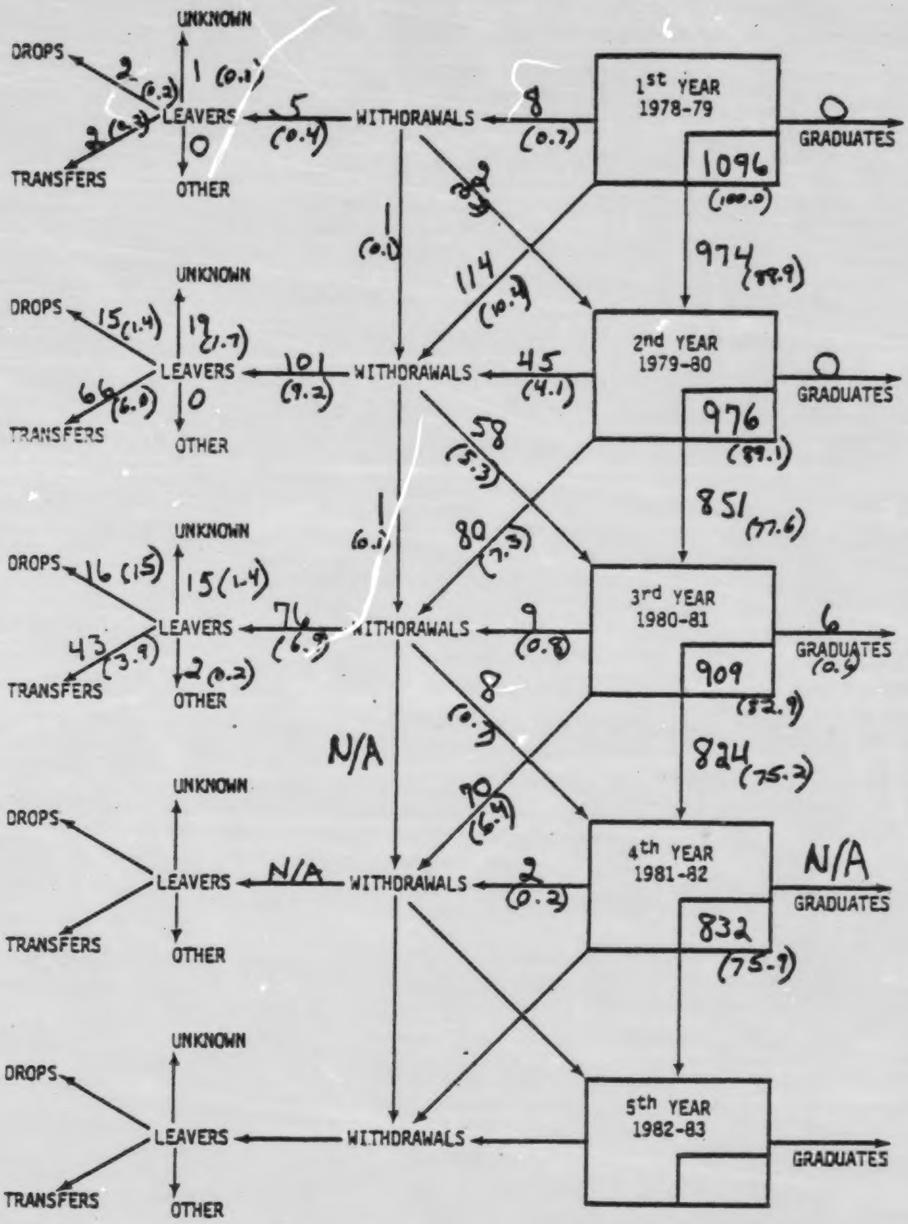
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


DROPS
0
UNKNOWN
1 (0.7)
0
LEAVERS
1 (0.7)
WITHDRAWALS
1 (0.7)
1st YEAR 1978-79
149 (100.0)
0
GRADUATES
TRANSFERS
0
OTHER
0
0
133 (89.3)
15 (10.1)
DROPS
3 (2.0)
UNKNOWN
2 (1.3)
LEAVERS
15 (10.1)
WITHDRAWALS
0
2nd YEAR 1979-80
1 (0.7)
GRADUATES
133 (89.3)
10 (6.7)
TRANSFERS
0
OTHER
0
0
9 (6.0)
123 (82.6)
DROPS
0
UNKNOWN
2 (1.3)
LEAVERS
9 (6.0)
WITHDRAWALS
0
3rd YEAR 1980-81
114 (76.5)
GRADUATES
123 (82.6)
7 (4.7)
TRANSFERS
0
OTHER
0
N/A
9 (6.0)
1 (0.7)
DROPS
UNKNOWN
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR 1981-82
N/A
GRADUATES
1 (0.7)
TRANSFERS
OTHER
DROPS
UNKNOWN
LEAVERS
WITHDRAWALS
5th YEAR 1982-83
GRADUATES
TRANSFERS
OTHER

ANGLO OR OTHER FEMALES ABOVE GRADE LEVEL

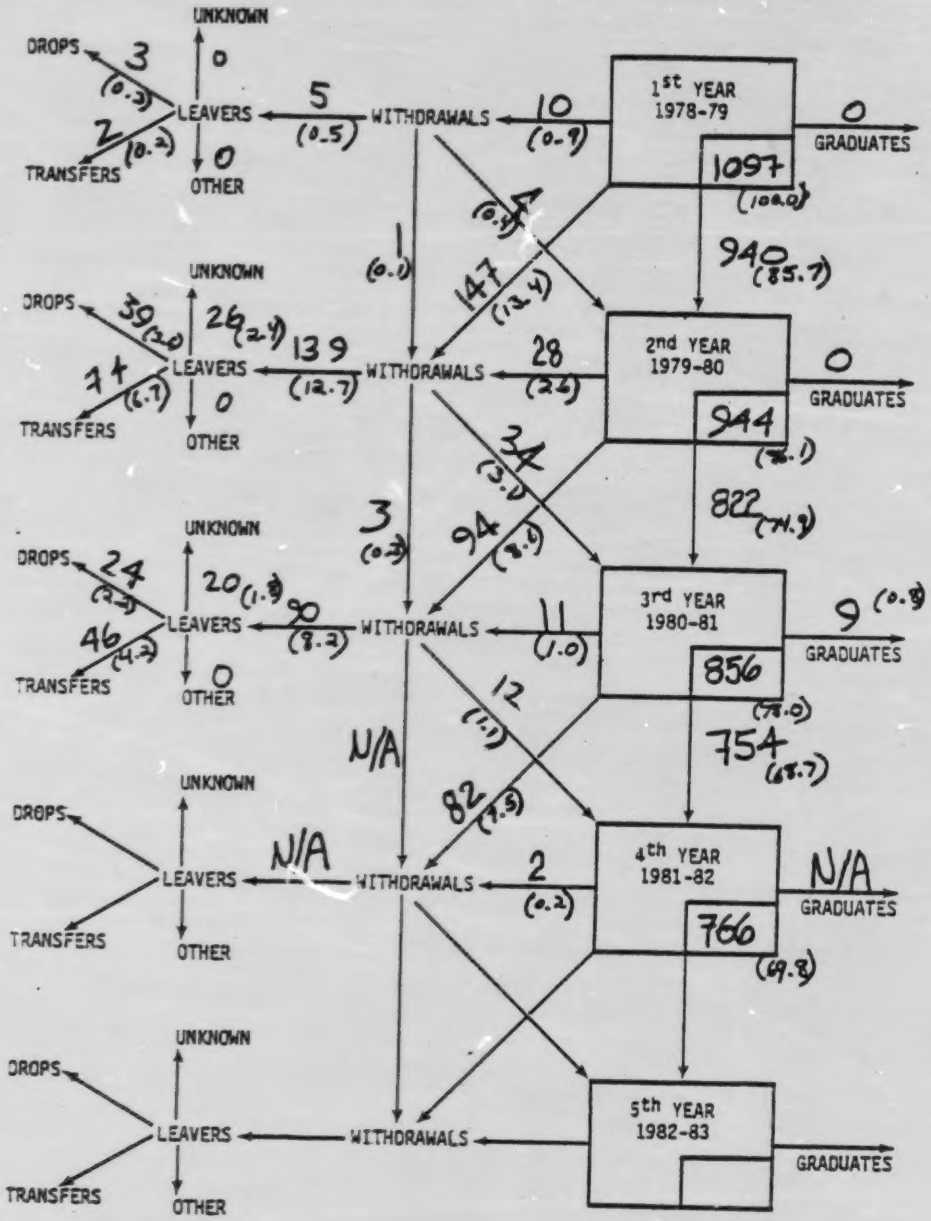
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


DROPS
UNKNOWN
LEAVERS
TRANSFERS
OTHER
WITHDRAWALS
GRADUATES
2 (0.2)
1 (0.1)
2 (0.2)
0
5 (0.4)
8 (0.7)
1st YEAR 1978-79
1096 (100.0)
0
2
1 (0.1)
114 (10.4)
974 (88.9)
15 (1.4)
19 (1.7)
66 (6.0)
0
101 (9.2)
45 (4.1)
2nd YEAR 1979-80
976 (89.1)
0
58 (5.3)
1 (0.1)
80 (7.3)
851 (77.6)
16 (1.5)
15 (1.4)
43 (3.9)
2 (0.2)
76 (6.9)
9 (0.8)
3rd YEAR 1980-81
909 (82.9)
6 (0.5)
8 (0.7)
N/A
824 (75.2)
70 (6.4)
N/A
2 (0.2)
4th YEAR 1981-82
832 (75.9)
N/A
5th YEAR 1982-83

ANGLO OR OTHER MALES ON GRADE LEVEL

✓

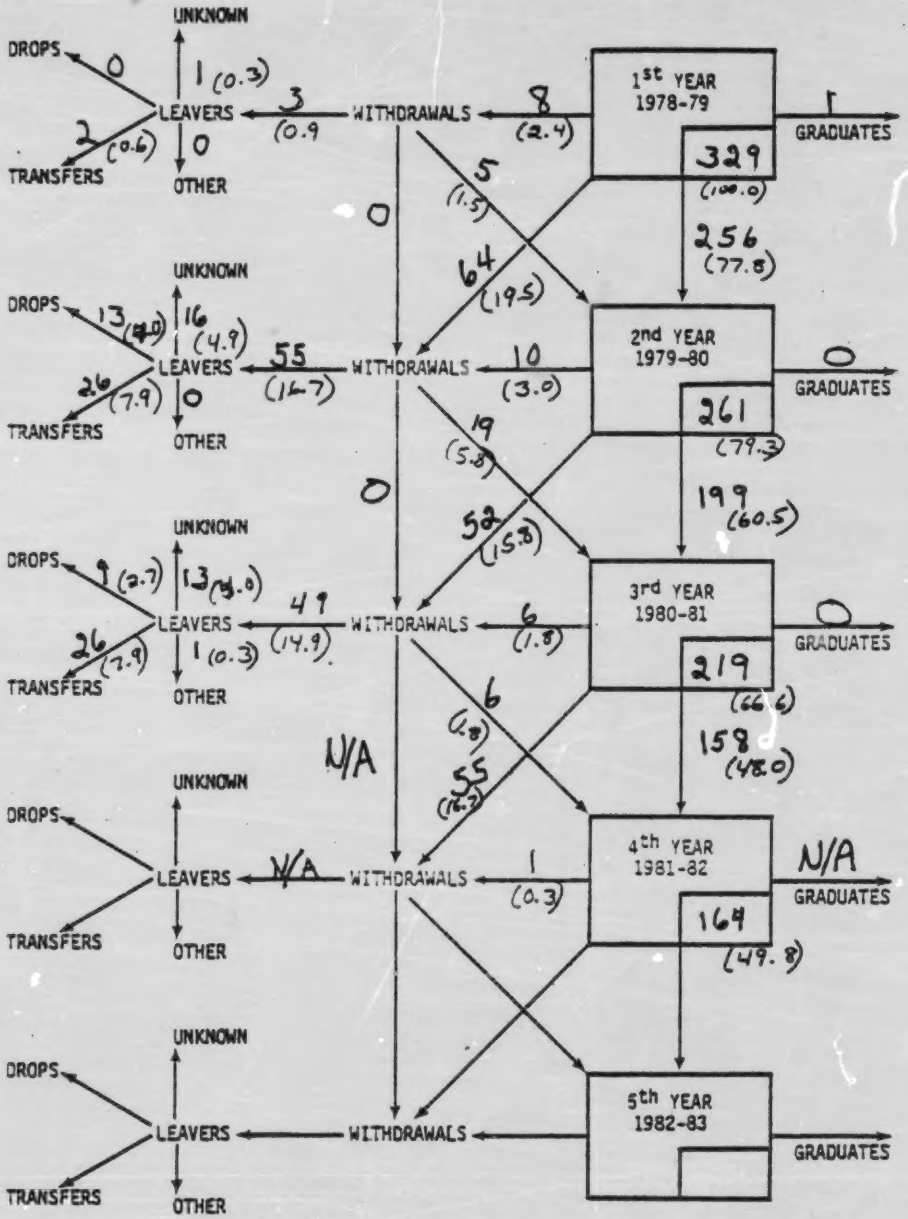
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


UNKNOWN
0
DROPS
3
(0.3)
LEAVERS
5
(0.5)
WITHDRAWALS
10
(0.9)
1st YEAR
1978-79
1097
(100.0)
0
GRADUATES
TRANSFERS
2
(0.2)
0
OTHER
1
(0.1)
4
(0.4)
147
(13.4)
940
(85.7)
UNKNOWN
DROPS
39
(3.0)
26
(2.4)
139
(12.7)
LEAVERS
WITHDRAWALS
28
(2.6)
2nd YEAR
1979-80
944
(86.1)
0
GRADUATES
74
(6.7)
TRANSFERS
0
OTHER
34
(3.1)
3
(0.3)
94
(8.6)
822
(74.9)
UNKNOWN
DROPS
24
(2.2)
20
(1.8)
90
(8.2)
LEAVERS
WITHDRAWALS
11
(1.0)
3rd YEAR
1980-81
856
(78.0)
9
(0.8)
GRADUATES
46
(4.2)
TRANSFERS
0
OTHER
12
(1.1)
N/A
754
(68.7)
82
(7.5)
UNKNOWN
DROPS
LEAVERS
N/A
WITHDRAWALS
2
(0.2)
4th YEAR
1981-82
766
(69.8)
N/A
GRADUATES
TRANSFERS
OTHER
UNKNOWN
DROPS
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES
TRANSFERS
OTHER

ANGLO OR OTHER FEMALES ON GRADE LEVEL

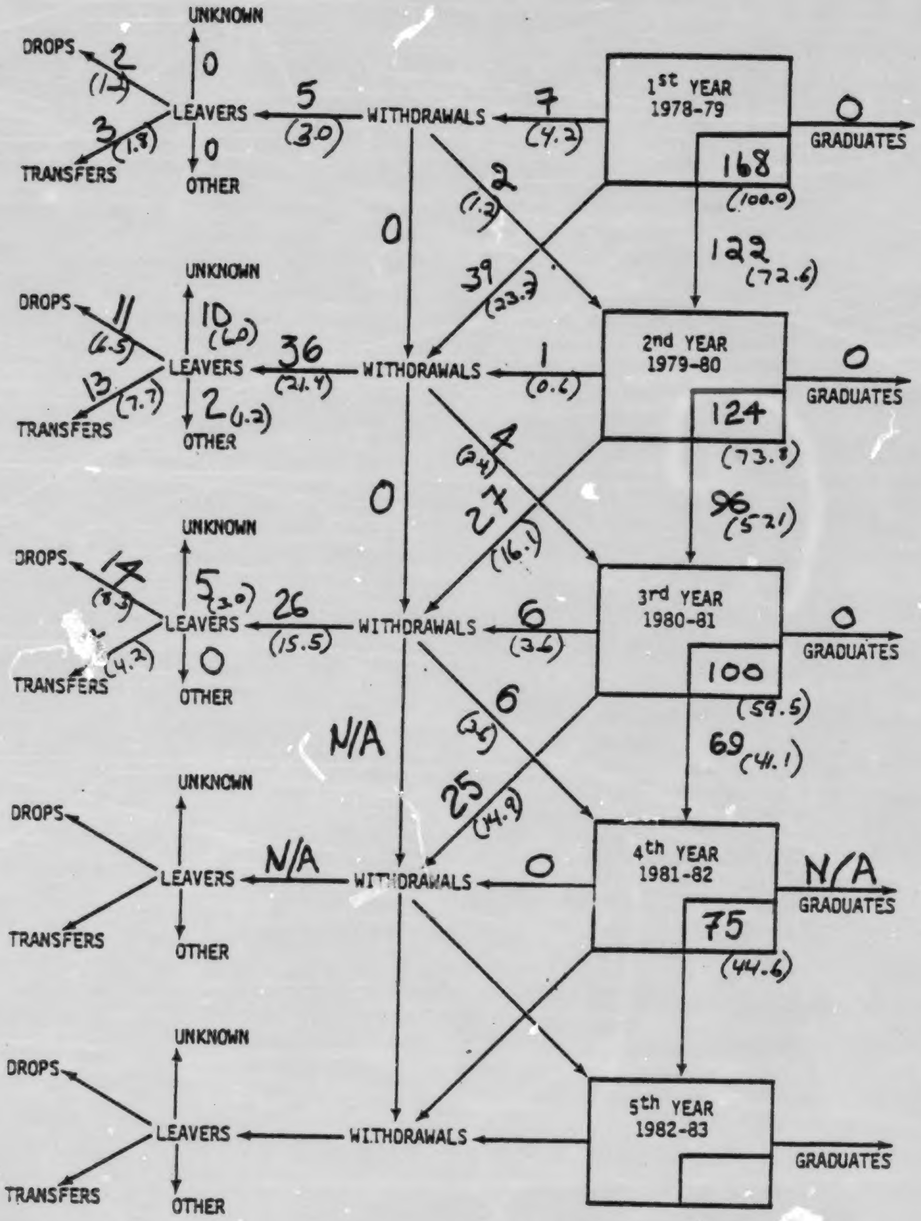
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS

✓


DROPS
UNKNOWN
LEAVERS
WITHDRAWALS
TRANSFERS
OTHER
GRADUATES
1st YEAR 1978-79
2nd YEAR 1979-80
3rd YEAR 1980-81
4th YEAR 1981-82
5th YEAR 1982-83
0
1 (0.3)
3 (0.9
8 (2.4)
2 (0.6)
0
329 (100.0)
1
5 (1.5)
64 (19.5)
0
256 (77.8)
13 (4.0)
16 (4.9)
55 (16.7)
10 (3.0)
26 (7.9)
0
261 (79.3)
0
19 (5.8)
52 (15.8)
0
199 (60.5)
9 (2.7)
13 (4.0)
49 (14.9)
6 (1.8)
26 (7.9)
1 (0.3)
219 (66.6)
0
6 (1.8)
55 (16.7)
N/A
158 (48.0)
N/A
1 (0.3)
164 (49.8)
N/A

ANGLO OR OTHER MALES BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS


DROPS
2
(1.2)
TRANSFERS
3
(1.8)
UNKNOWN
0
OTHER
0
LEAVERS
5
(3.0)
WITHDRAWALS
7
(4.2)
1st YEAR
1978-79
168
(100.0)
GRADUATES
0
2
(1.2)
39
(23.2)
0
122
(72.6)
DROPS
11
(6.5)
TRANSFERS
13
(7.7)
UNKNOWN
10
(6.0)
OTHER
2
(1.2)
LEAVERS
36
(21.4)
WITHDRAWALS
1
(0.6)
2nd YEAR
1979-80
124
(73.8)
GRADUATES
0
4
(2.4)
27
(16.1)
0
96
(57.1)
DROPS
14
(8.3)
TRANSFERS
(4.2)
UNKNOWN
5
(3.0)
OTHER
0
LEAVERS
26
(15.5)
WITHDRAWALS
6
(3.6)
3rd YEAR
1980-81
100
(59.5)
GRADUATES
0
6
(3.6)
25
(14.9)
N/A
69
(41.1)
DROPS
TRANSFERS
UNKNOWN
OTHER
LEAVERS
N/A
WITHDRAWALS
0
4th YEAR
1981-82
75
(44.6)
GRADUATES
N/A
DROPS
TRANSFERS
UNKNOWN
OTHER
LEAVERS
WITHDRAWALS
5th YEAR
1982-83
GRADUATES

ANGLO OR OTHER FEMALES BELOW GRADE LEVEL

81.73

ATTACHMENT E-2

DATA COLLECTION FORM ON SCHOOL LEAVERS

STUDENT NAME ___ ___ ______________ BIRTHDATE 07 31 64 SEX 3
MO DY YR

ID NUMBER ______ WITHDRAWAL DATE 0 0 80 LEAVER-CODE 1500

SCHOOL FROM WHICH ↑DROP TOOK PLACE 009 ANDERSON HIGH SCHOOL

HAS STUDENT'S TRANSCRIPT EVER BEEN REQUESTED? YES___ NO___
1 0

IF YES, BY WHOM? (CHECK AS MANY AS APPLICABLE)

ANOTHER SCHOOL IN AUSTIN____
ANOTHER SCHOOL IN TEXAS ____
AN OUT-OF-STATE SCHOOL ____
A COLLEGE, UNIVERSITY, OR OTHER POST-SECONDARY SCHOOL____
OTHER SCHOOL____

EMPLOYER____
ARMED FORCES____

OTHER AGENCY____ (WHAT TYPE?) ______________________________

IS STUDENT A LIKELY DROPOUT? YES____ NO____
1 0

ABSENCES:	#DAYS ENROLLED	#DAYS PRESENT	#DAYS ABSENT
1978-79	___ ___ ___	___ ___ ___	___ ___ ___
1979-80	___ ___ ___	___ ___ ___	___ ___ ___
1980-81	___ ___ ___	___ ___ ___	___ ___ ___
1981-82	___ ___ ___	___ ___ ___	___ ___ ___

SPORTS:
1978-79____ 1979-80____ 1980-81____ 1981-82____

CLUBS:
1978-79____ 1979-80____ 1980-81____ 1981-82____

COURSES:
1978-79____ 1979-80____ 1980-81____ 1981-82____

#AWARDS, HONORS:
1978-79____ 1979-80____ 1980-81____ 1981-82____

IS A PARENTAL PERMISSION TO WITHDRAW PRESENT IN THE STUDENT'S LOCAL FILE? YES____

NO ____

239

ATTACHMENT E-3

PERMANENT RECORD CARD

240

(REV 4-72)

AUSTIN JUNIOR AND SENIOR HIGH SCHOOL RECORD

SEC 649

LAST NAME	FIRST NAME	MIDDLE NAME	SEX M F	DATE OF BIRTH	PLACE OF BIRTH	TOWN	STATE

FATHER'S FULL NAME	ADDRESS	MOTHER'S FULL NAME	ADDRESS

SCHOOL ENTERED	DATE	SCHOOL LEFT	DATE	CAUSE OF CHANGE	SCHOOL ENTERED	DATE	SCHOOL LEFT	DATE	CAUSE OF CHANGE

TEST SCORES

M ________ R ________

MATH LETTER ________

READING LETTER ________

SCIENCE LETTER ________

EXACT DATE FIRST ENTRY TO EIGHTH GRADE

SCHOOL

RANK ________ IN CLASS OF ________ QUARTILE ________

AVERAGE ________ DATE OF GRADUATION ________

SIGNATURE AND TITLE OF PERSON CERTIFYING RECORD ACCREDITED BY TEXAS EDUCATION AGENCY AND SOUTHERN ASSOCIATION OF SECONDARY SCHOOLS

KEY TO GRADES

A (90-100) F BELOW 70
B (80-89) FAILING
C (70-79) D PASSING

CLASSES IN EACH SUBJECT MEET FIVE 55 MINUTE PERIODS EACH WEEK. THE LENGTH OF EACH QUARTER IS 12 WEEKS.

*SP ED COURSES

ATTACHMENT E-3
(Page 1 of 2)

ATTACHMENT E-3
(Continued, page 2 of 2)

AUSTIN JUNIOR AND SENIOR HIGH SCHOOL RECORD

NAME ____________________

	ATTENDANCE											
FACTS	SEVENTH GRADE		EIGHTH GRADE		NINTH YEAR		TENTH YEAR		ELEVENTH YEAR		TWELFTH YEAR	
	1	2	1	2	1	2	1	2	1	2	1	2
NO DAYS ENROLLED												
NO DAYS ABSENT												

TRANSCRIPT	
DATE	SENT TO

DRIVER'S EDUCATION	
THEORY	DATE COMPLETED
LABORATORY	DATE COMPLETED

SEVENTH GRADE	EIGHTH GRADE	ACTIVITIES, HONORS AND AWARDS

ATTACHMENT E-4

SCHOOL LEAVER FILE LAYOUT

245

ATTACHMENT E-4
(Page 1 of 7)

FILE LAYOUT

☒ LABELED ☐ UNLABELED

PAGE 1 OF 7

LABEL ID EVSLEVER

TAPE NO. 7170/5741

CONVERTED

DRIVER

FILE

6-14-82

BY: Bob Herring

BLOCKSIZE 3840 CHARACTERS

DATE CREATED: 5/13/82

RECORD SIZE 480 CHARACTERS

SUG. SCRATCH DATE: Never

DENSITY ______ BPI

SEQUENCE Student ID #

DESCRIPTION School Leavers File

REMARKS

☆ FINAL FormAT ☆

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
7	1	7	Numeric	Student ID	
15	8	22	Alpha	Last Name	
11	23	33		First Name	
1	34	34		Middle Init.	
6	35	40	Numeric	Date of Birth	MMDDYY FORMAT
1	41	41	Alphanumeric	Sex	1 = Male 3 = Female
1	42	42		Ethnicity	
1	43	43	Numeric	Leaver Code 78/79	See chart for description
1	44	44		Leaver Code 79/80	→ of Codes
1	45	45		Leaver Code 80/81	0,1→8 Possible
1	46	46		Leaver Code 81/82	
3	47	49		School #1	
5	50	54		Entry Date #1	YMMDD
1	55	55	Alpha	Entry Code #1	
2	56	57	Alphanumeric	Grade	
2	58	59		Drop Reason #1	
5	60	64	Numeric	Inactive Date #1	YMMDD
3	65	67		School #2	
1	68	68	Alphanumeric	Entry Code #2	→ School Year 78-79
5	69	73	Numeric	ENTRY DATE #2	YMMDD
2	74	75	Alphanumeric	Drop Reason #2	
5	76	80	Numeric	Inactive Date #2	YMMDD
3	81	83		School #3	
1	84	84	Alphanumeric	Entry Code #3	
5	85	89	Numeric	Entry Date #3	YMMDD
43	90	132	See Above ↑	School year 79/80	→ Repeat the above
43	133	175	"	School Year 80/81	→ format for 3 years.
43	176	218	"	School Year 81/82	→
			Go to Next	Page	

FILE LAYOUT

☐LABELED ☐UNLABELED

PAGE 2 OF 7

LABEL ID ____________ TAPE NO. ____________ BY: ____________

BLOCKSIZE 3760 CHARACTERS ____________ DATE CREATED: ____________

RECORD SIZE 470 CHARACTERS ____________ SUG. SCRATCH DATE: ____________

____________ DENSITY ____________ BPI

SEQUENCE ____________

DESCRIPTION ____________

REMARKS ____________

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
1	219	219	Alphanumeric	LEP Status	
1	220	220		Deseg Status	1-6
1	221	221		Special Ed. Status	
3	222	224		Reading Vocabulary	1977-78 CAT
3	225	227		Reading Comp	ADSS Scores if
3	228	230		Reading Total	Available
3	231	233		Math Comp	
3	234	236		Math C+P	
3	237	239		Math Total	
9	240	248		Filler	
1	249	249		Test Type 77-78	= 1 for CAT
3	222	224		Reading	
3	225	227		Spelling	1977-78 STEP
3	228	230		Capit. + Punctuation	Converted Scores if
3	231	233		Mech. of Writ. Tot	Available
3	234	236		English Expression	
3	237	239		Math Computation	
3	240	242		Math Concepts	
3	243	245		Science	
3	246	248		Social Studies	
1	249	249		Test Type 77-78	= 2 for STEP

FILE LAYOUT

PAGE 3 OF 7

☐ LABELED ☐ UNLABELED

LABEL ID ____________ TAPE NO. ____________

BLOCKSIZE ________ CHARACTERS ____________

RECORD SIZE ________ CHARACTERS ____________

BY: ____________

DATE CREATED: ____________

SUG. SCRATCH DATE: ____________

DENSITY ____________ BPI

SEQUENCE ____________

DESCRIPTION ____________

REMARKS ____________

NO. OF COLS.	COLUMNS		DATA FORMAT	FIELD NAME	REMARKS
	FROM	TO			
3	250	252		Read Vocab.	
3	253	255		Read Comp.	1978-79 CAT Scores
3	256	258		Read Total	If Available.
3	259	261		Math Comp	
3	262	264		Math C+P	ADSS Scores
3	265	267		Math Total	
9	268	276		Filler	
1	277	277		Test Type 78-79	= 1 for CAT
3	250	252		Reading	
3	253	255		Spelling	1978-79 STEP
3	256	258		Capit. + Punctuation	SCORES If
3	259	261		Mech of Writing Tot.	Available
3	262	264		English Expression	
3	265	267		Math Computations	Converted Score
3	268	270		Math Concepts	
3	271	273		Science	
3	274	276		Social Studies	
1	277	277		Test Type 78-79	= 2 for STEP

FILE LAYOUT

☐ LABELED ☐ UNLABELED

PAGE 4 OF 7

LABEL ID ____________ TAPE NO. ____________

BY: ____________

BLOCKSIZE ________ CHARACTERS ____________

DATE CREATED: ____________

RECORD SIZE ______ CHARACTERS ____________

SUG. SCRATCH DATE: ________

DENSITY ____________ BPI

SEQUENCE ____________

DESCRIPTION ____________

REMARKS ____________

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
3	278	280		Vocabulary	
3	281	283		Reading Comp.	
3	284	286		Spelling	1979-80 ITBS Scores
3	287	289		Capitalization	If Available.
3	290	292		Punctuation	
3	293	295		Usage	Scores are Grade Equiv.
3	296	298		Visual Materials	
3	299	301		Reference Mat.	
3	302	304		Math Concepts	
3	305	307		Math Problems	
3	308	310		Math Comp.	
3	311	313		Reading total	
3	314	316		Language Skills	
3	317	319		Work-Study Skills	
3	320	322		Math Total	
1	323	323		Test Type 79-80	= 3 for ITBS
3	278	280		Reading	
3	281	283		Spelling	
3	284	286		Capit + Punct.	1979-80 STEP Scores
3	287	289		Mech of Writ. Total	if available
3	290	292		English Expression	
3	293	295		Math Computation	Scores are Converted Score
3	296	298		Math Concepts	
3	299	301		Science	
3	302	304		Social Studies	
18	305	322		Filler	
1	323	323		Test Type 79-80	= 2 for STEP

FILE LAYOUT

☐ LABELED ☐ UNLABELED

PAGE 5 OF 7

LABEL ID ____________ TAPE NO. ____________

BLOCKSIZE ________ CHARACTERS ____________

RECORD SIZE ______ CHARACTERS ____________

BY: ____________

DATE CREATED: ____________

SUG. SCRATCH DATE: ____________

DENSITY __________ BPI

SEQUENCE ____________

DESCRIPTION ____________

REMARKS ____________

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
3	324	326		Vocabulary	
3	327	329		Reading Comp	
3	330	332		Spelling	1980-81 ITBS Scores
3	333	335		Capitalization	If Available
3	336	338		Punctuation	
3	339	341		Usage	Scores are Grade
3	342	344		Visual Materials	Equivalents.
3	345	347		Reference Material	
3	348	350		Math Concepts	
3	351	353		Math Problems	
3	354	356		Math Comp	
3	357	359		Reading Total	
3	360	362		Language Skills	
3	363	365		Work-study Skills	
3	366	368		Math Total	
1	369	369		Test Type 80-81	=3 for ITBS
3	324	326		Reading	
3	327	329		English Expression	1980-81 STEP Scores
3	330	332		Math Computations	if available.
3	333	335		Math Concepts	
3	336	338		Social Studies	Scores are Converted Scores
30	339	368		Filler	
1	369	369		Test Type 80-81	=2 for STEP

FILE LAYOUT

☐ LABELED ☐ UNLABELED

PAGE 6 OF 7

LABEL ID ____________ TAPE NO. ____________

BLOCKSIZE ________ CHARACTERS

RECORD SIZE ______ CHARACTERS

BY: ____________

DATE CREATED: ____________

SUG. SCRATCH DATE: ________

DENSITY __________ BPI

SEQUENCE ____________

DESCRIPTION ____________

REMARKS ____________

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
3	370	372		Vocabulary	
3	373	375		Reading Comp	
3	376	378		Spelling	
3	379	381		Capitalization	1981-82 ITBS Scores
3	382	384		Punctuation	If available
3	385	387		Usage	
3	388	390		Visual Materials	
3	391	393		Referrace Material	Scores are
3	394	396		Math Concepts	Grade Equivelents
3	397	399		Math Problems	
3	400	402		Math Comp	
3	403	405		Reading Total	
3	406	408		Language Skills	
3	409	411		Work-Study Skills	
3	412	414		Math Total	
1	415	415		Test Type 81-82	= 3 for ITBS
3	310	312		Reading	
3	373	375		Math Computations	1981-82 STEP Scores
3	376	378		Math Concepts	If available
3	379	381		Science	
3	382	384		Spelling	
3	385	387		Capit + Punctuation	
3	388	390		Mech. of Write. Tot	
24	391	414		Filler	
1	415	415		Test Type 81-82	= 2 for STEP

FILE LAYOUT

☐ LABELED ☐ UNLABELED

PAGE 7 OF 7

LABEL ID

TAPE NO.

BY:

BLOCKSIZE CHARACTERS

DATE CREATED:

RECORD SIZE CHARACTERS

SUG. SCRATCH DATE:

DENSITY BPI

SEQUENCE

DESCRIPTION

REMARKS

NO. OF COLS.	COLUMNS		DATA FORMAT	FIELD NAME	REMARKS
	FROM	TO			
4	416	419	Numeric	GPA 77-78	99V99
4	420	423		78-79	
4	424	427		79-80	
4	428	431		80-81	
4	432	435		81-82	
3	436	438		Credits Earned 77/78	99V9
3	439	441		78-79	If Jr. High -
3	442	444		79-80	*No Credits Given*
3	445	447		80-81	
3	448	450		81-82	
1	451	451	Alphanumeric	Math Competency 77-78	
1	452	452		78-79	
1	453	453		79-80	→ Blank
1	454	454		80-81	Not on File
1	455	455		81-82	
1	456	456		Reading Competency 77-78	
1	457	457		78-79	
1	458	458		79-80	→ Blank
1	459	459		80-81	Not on File
1	460	460		81-82	
2	461	462	Numeric	#Incidents 77-78	#of Incidents on
2	463	464		78-79	OSA File
2	465	466		79-80	
2	467	468		80-81	00 = None
2	469	470		81-82	
1	471	471	Numeric or Blank	Drop-out Code	0-4 or Blank
1	472	472	Numeric	STU-SPLIT-NO	for Accessing Family File
9	473	480	Filler	Filler	

ATTACHMENT E-5

FREQUENCY COUNT OF DROP AND LEAVER CODES

81.73

BLACK MALES ON GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	4	3		2	1	
1011						1
1020	3					
1052						1
1100	2	2		1		
1101						1
1110	1	5				
1111						110
1112						6
1120	2	1			1	
1121						2
1122						1
1150		1	1			
1152						1
1210		1				
1211						1
1212						1
1220		2				
1221						3
1222						2
1511						7
2000		3				
2111						5
2200		1				
2211						1
2220					1	
2611						1
5011						1
5020				1		
5100				1		
5111						1
5220		1				
6251						1
	12	20	1	5	3	147

BASE = 188

E-79

ATTACHMENT E-5
(Page 1 of 18)

```
      BLACK MALES ABOVE GRADE LEVEL
LEAVER                                    DROP    CODES
CODES                         ZERO  |   ONE  |  TWO   | THREE |  FOUR  | NOT A |
_________________________TRANSFER_ |DRP-OUT |_OTHER_ |_LANIER|UNKNOWN| DROP  |
1000                               |        |        |      1 |       |       |
1111                               |        |        |        |       |     3 |
1121                               |        |        |        |       |     1 |
1130                               |        |        |        |       |     8 |
1230                               |        |        |        |       |     2 |
2000                               |      1 |        |        |       |       |
2200                               |        |      1 |        |       |       |
5111                               |        |        |        |       |     1 |
```

BASE = 18

81.73

ATTACHMENT E-5
(Continued, page 2 of 18)

5

BLACK MALES BELOW GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	4	1		2	1	
1021						1
1022						1
1100	2	1		1		
1110	1	8		4	1	
1111						64
1112						12
1115					1	
1120	1	2		3		
1121						2
1122						2
1150		3				
1151						1
1152						1
1160				1		
1200	2	1	1	4		
1202						1
1210		2				
1211						7
1212						2
1220		1				
1221						2
1222						1
1511						4
1512						2
1521						1
1600				1		
2000	1		1	1	1	
2002						1
2012						1
2100				1		
2101						1
2111						3
2112						3
2121						1
2122						2
2200		1		1		
2202						1
2211						2
2220				1		
2221						1
2222						1
2250		2				
5000		1				
5020		1				
5110	1					
5111						1
5122						1
5150		1				
5211						1
6100		1				
	12	26	2	20	4	124

BASE = 188

81.73

E-81

ATTACHMENT E-5
(Continued, page 3 of 18)

BLACK FEMALES ON GRADE LEVEL

LEAVER CODES	DROP ZERO TRANSFER	CODES ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP	
1000	2	3		1			
1020	1						
1021						1	
1052						1	
1100	3	1		1			
1101						1	
1110	2	4	1		1		
1111						137	
1112						11	
1120	1	2		1			
1121						4	
1122						3	
1130						3	
1150		1					
1152						1	
1162						1	
1200				2			
1211						3	
1220		1		1			178
1511						10	
1551						1	
2000	5						
2111						6	
2152						1	
2221						1	
2511						1	
5100		1					
5110		1					
5200				1			
5220	1						
	15	14	1	7	1	186	

BASE = 224

```
       BLACK FEMALES ABOVE GRADE LEVEL
 LEAVER                                DROP    CODES
 CODES                      ZERO |   ONE  |  TWO   | THREE  |  FOUR  | NOT A |
 ______________________TRANSFER_|DRP-OUT|_OTHER_|_LANIER|UNKNOWN| DROP  |
 1130                            |        |        |        |        |   25  |
 1211                            |        |        |        |        |    1  |
 1230                            |        |        |        |        |    1  |
 2030                            |        |        |        |        |    1  |
```

BASE = 28

81.73

ATTACHMENT E-5
(Continued, page 5 of 18)

BLACK FEMALES BELOW GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	3	4			2	
1001						1
1010				1		
1012						1
1020			1			
1021						1
1022						1
1100	2	2		1	1	
1110		6		2		
1111						34
1112						4
1120		2				
1121						4
1122						5
1200	1	1				
1210						1
1211						2
1212						2
1221						2
2000		2		1	2	
2100		1			1	
2110		1	1			
2111						3
2112						1
2122						1
2200	1	2		1		
2220		1				
2222						1
5000	2	2				
5020		1				
5100		1				
5111						1
6200				1		
6220		1				
	9	27	[illegible]	7	6	[illegible]

[illegible] 115

E-85

HISPANIC MALES ON GRADE LEVEL

LEAVER	DROP CODES					
CODES	ZERO TRANSFER	ONE DRP-CUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	6	3				
1010	1	1				
1100	5	9	1	1	2	
1102						1
1110	2	7		1	1	
1111						171
1112						10
1115		1				
1121						11
1122						3
1150		2				
1151						2
1200	1	1	1			
1210		1				
1211						1
1212						3
1215		1				
1220		2		1		
1221						1
1260		1				
1511						16
1512						2
1521						1
1611						1
2000	3	7		1		
2100	1					1
2110		2				
2111						6
2112						1
2120		1				
2121						1
2151						1
2200	1	3	1			
2211						2
2511						2
2521						1
5000	1					
5100		1				
5110		1				
5111						2
5120						1
5150	1					
6000				1		
	22	44	3	5	3	241

BASE = 318

81.73

ATTACHMENT E-5
(Continued, page 7 of 18)

81.73

```
     HISPANIC MALES ABOVE GRADE LEVEL
LEAVER                                  DROP    CODES
CODES                          ZERO |  ONE  |  TWO   | THREE | FOUR  | NOT A |
_____________________________TRANSFER_|DRP-OUT|_OTHER_|_LANIER|UNKNOWN| DROP  |
1000                                  |       |      1 |       |       |       |
1110                                  |     1 |        |       |       |       |
1111                                  |       |        |       |       |     1 |
1130                                  |       |        |       |       |     4 |
1140                                  |       |        |       |       |     1 |
```

0 1 1 6

BASE = 8

E-86

ATTACHMENT E-5
(Continued, page 8 of 18)

E-87

HISPANIC MALES BELOW GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	7	6		2	2	
1010		1				
1020	1					
1100		14		1	1	
1101						2
1110	1	9			3	
1111						78
1112						8
1115		1				
1120	1	6		2	1	
1121						5
1122						2
1150		2				
1151						1
1152						1
1160		1				
1200	1	6				
1210		2			1	
1211						5
1220	1	2				
1250		1				
1256						1
1511						8
1612						1
2000	3	6	1		5	
2020		3				
2022						1
2100	2	5			1	
2110	1				1	
2111						4
2112						2
2121						2
2200		1		1		
2211						2
2212						1
2221						1
2222						1
5000		3				
5020					1	
5160		1				
5200		1				
6521						1
	18	71	1	6	16	127

BASE = 239

81.73

ATTACHMENT E-5
(Continued, page 9 of 18)

HISPANIC MALES ABOVE GRADE LEVEL

HISPANIC FEMALES ON GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LATER	FOUR UNKNOWN	NOT A DROP
1000	11	12			1	
1010		1				
1012						1
1020		1				
1021						2
1100	5	6	1	2	3	
1101						2
1102						2
1110	5	12	1			
1111						206
1112						6
1120		3				
1121						5
1130						2
1140						1
1150		1			1	
1151						2
1200	1	1		1		
1210		1				
1211						8
1212						1
1221						1
1260					1	
1511						8
1512						2
2000	4	2		3	1	
2010	2					
2020	1	1				
2100		1			1	
2110	2	1		1		
2111						5
2120		1	1	1		
2211						1
2212						1
5000		1				
5110		1				
5112						2
5200	1					
5212						1
6002						1
6100	1					
	33	46	3	8	8	260

BASE = 358

E-88

ATTACHMENT E-5
(Continued, page 10 of 18)

HISPANIC FEMALES ABOVE GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1040						1
1100	1		1			
1110		1			1	
1111						1
1121						1
1130						9
1140						1
1230						2
2000				1		
2130						3
	1	1	1	1	1	18

BASE = 23

81.73

E-89

ATTACHMENT E-5
(Continued, page 11 of 18)

HISPANIC MALES ABOVE GRADE LEVEL

HISPANIC FEMALES BELOW GRADE LEVEL

LEAVER CODES	ZERO TRANSFER	DROP CODES ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	6	10			6	
1011						1
1012						1
1020		1		1		
1100	4	4			1	
1102						1
1110	3	8		1	1	
1111						59
1112						3
1115					1	
1120		2				
1121						3
1150		1				
1151						2
1200		5				
1202						1
1210		1				
1211						4
1212						1
1220		1				
1511						2
2000	3	8			3	
2010		1				
2011						2
2100	2	1				1
2110		1	1			
2111						3
2120		1				
2151						1
2200	1					
2220			1			
2222						1
5000		2				
5020		1				
5100	1					
5111						1
6000		1			1	
	20	49	2	2	13	87

BASE = 173

E-90

ATTACHMENT E-5
(Continued, page 12 of 18)

ANGLO OR OTHER MALES ON GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	57	10		14	4	
1010	1	2				
1011						4
1020	1		1		1	
1021						1
1022						1
1100	34	13	2	12	2	
1101						4
1110	20	20	3	5		
1111						706
1112						21
1115					1	
1120	1	1	1	2	1	
1121						14
1122						1
1130						6
1150	1	4				
1151						1
1152						1
1160		1				
1200	3	1				
1210	2	1				
1211						8
1212						1
1221						1
1511						39
1512						1
1516		1				
1521						2
1611						2
2000	9	5		1		1
2010	1					
2100	4	2			1	
2110	2			1		
2111						18
2120		2				
2121						1
2162						1
2200	1					
2211						1
5000	1			1		
5002						1
5100	1					
5110					1	
6000	1	2				
	140	65	7	36	11	837

BASE = 1096

E-91

ATTACHMENT E-5
(Continued, page 13 of 18)

HISPANIC MALES ABOVE GRADE LEVEL

```
     ANGLO OR OTHER MALES ABOVE GRADE LEVEL
LEAVER                               DROP   CODES
CODES                        ZERO  |   ONE  |  TWO   | THREE  |  FOUR  | NOT A  |
-----------------------TRANSFER_|DRP-OUT|_OTHER_|_LATER |UNKNOWN| DROP   |
1000                          8 |       |       |      1 |       |        |
1030                            |       |       |        |       |      1 |
1100                          2 |     1 |       |        |       |        |
1110                          2 |     2 |       |      1 |       |        |
1111                            |       |       |        |       |      6 |
1122                            |       |       |        |       |      1 |
1130                            |       |       |        |       |     70 |
1170                            |       |       |        |       |      1 |
1210                            |       |       |      1 |       |        |
1211                            |       |       |        |       |      1 |
2000                          3 |       |       |      1 |     1 |        |
2100                          1 |       |       |        |       |        |
2130                            |       |       |        |       |      5 |
                             16      3       0        4       1       85
```

BASE = 109

01.73

E-92

280

281

ATTACHMENT E-5
(Continued, page 14 of 18)

ANGLO OR OTHER MALES BELOW GRADE LEVEL

BASE = 329

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	17	8		6	5	
1010	1	1				
1011						1
1020	3	1		1		
1022						1
1100	16	7		5	2	
1101						1
1102						2
1110	11	12	1	4	2	
1111						110
1112						5
1115			1			
1120	1	2		2		
1121						7
1122						3
1150	1	1				
1151						1
1152						2
1160				1		
1200	1					
1210	3	1				
1211						2
1212						1
1511						7
1512						2
2000	9	5		3	2	
2100	6	2			2	
2110	2	1		1		
2111						12
2112						1
2120		2		1		
2122						1
2200	1		1	4		
2210				1		
2511						1
4010						1
5000	2					
5100	1					
5111						1
5121						1
5122						1
6000					1	
6100	1					
	76	43	3	29	14	164

E-93

ATTACHMENT E-5
(Continued, page 15 of 18)

HISPANIC MALES ABOVE GRADE LEVEL

ANGLO OR OTHER FEMALES ON GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-CUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	59	30		13	4	
1001						2
1010	3	1				
1011						1
1030						1
1100	40	21		8	11	
1101						3
1110	23	22	2	6	3	
1111						666
1112						12
1120	3	3		2		
1121						14
1122						1
1130						8
1150	1	2				1
1151						4
1200	3					
1202						1
1210				1		
1211						4
1220		1				
1221						1
1501						1
1511						21
1521						3
1551						1
1615	1					
2000	15	9		6	3	
2100	3	1		1		
2110	1	6	1	1	1	
2111						23
2112						1
2115						1
2120	1					
2121						2
2150		1				
2220		1				
2511						1
5000	2	2				
5050		1				
5100		1				
5111						2
6000		1				
6100		1				
	155	104	3	38	22	775

BASE = 1097

```
        ANGLO OR OTHER FEMALES ABOVE GRADE LEVEL
 LEAVER                                  DROP    CODES
 CODES                        ZERO  |   ONE  |   TWO   | THREE  |  FOUR  |  NOT A |
 -------------------------TRANSFER_|DRP-OUT |_OTHER_ |_LANIER |UNKNOWN | DROP   |
 1000                            7 |      3 |        |      2 |        |        |
 1100                            7 |        |        |        |      1 |        |
 1110                            1 |      5 |        |      1 |        |        |
 1111                              |        |        |        |        |      1 |
 1130                              |        |        |        |        |    103 |
 1140                              |        |        |        |        |      5 |
 1200                              |        |        |      1 |        |        |
 1230                              |        |        |        |        |      1 |
 1300                              |        |        |        |        |      1 |
 2000                            3 |        |        |        |        |        |
 2110                            1 |      1 |        |        |        |        |
 2130                              |        |        |        |        |      4 |
 5000                              |        |        |      1 |        |        |
```

19 9 0 5 1 115

BASE = 149

81.73

E-95

ATTACHMENT E-5
(Continued, page 17 of 18)

81.73

ANGLO OR OTHER FEMALES BELOW GRADE LEVEL

LEAVER CODES	DROP CODES ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	7	4		2	5	
1020		1				
1022						1
1100	7	10		1	2	
1110	2	8		5	1	
1111						56
1112						3
1120		3		1		
1122						2
1150				1		
1151						3
1152						1
1200		1		1		
1211						2
1220		1				
1221						1
1552						1
2000	6	7	2	3		
2010		1				
2100		2				
2102						1
2110		1				
2111						3
2121						1
2210	1					
5000	3					
5100				1		
5200		1				
6000		2				
	26	42	2	[illegible]5	8	75

BASE = 168

ATTACHMENT E-5
(Continued, page 18 of 18)

81.73

ATTACHMENT E-6

SPSS DISCRIMINANT ANALYSIS OUTPUT

290

```
                                                                        23 JUN 82    11.05.14.      PAGE    1
        ***************************************
        *          COMPUTATION CENTER         *
        *    UNIVERSITY OF TEXAS AT AUSTIN    *
        ***************************************

        S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

        CDC 6000/CYBER 70 VERSION 8.0  -  INSTALLED 27 AUGUST 80


                    PAGESIZE         EJECT
                    RUN NAME         WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?
                    VARIABLE LIST    SEX,ETHNIC,SCH78,GRADE78,GRADE79,GRADE80,GRADE81,LEP,DESEG,
                                     SPED,READ77,MATH77,READ78,MATH78,
                                     READ80,MATH80,READ81,MATH81,GPA77,GPA78,GPA79,
                                     GPA80,GPA81,CRED77,CRED78,CRED79,CRED80,CRED81,OSA77,
                                     OSA78,OSA79,OSA80,OSA81,DROP
                    INPUT MEDIUM     DISK
                    N OF CASES       UNKNOWN
                    INPUT FORMAT     (T41,2F1.0,T47,F3.0,T56,A2,T99,A2/T22,A2,T65,A2,T99,3F1.0,
                                     T102,F3.0,T117,F3.0/T10,F3.0,T25,F3.0,T89,F3.0,
                                     T90,F3.0/T10,2F3.0,T56,5F4.2,T76,5F3.0,T101,5F2.0,T111,F1.0)


                   ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

                   VARIABLE  FORMAT  RECORD    COLUMNS

                   SEX        F 1. 0       1     41-  41
                   ETHNIC     F 1. 0       1     42-  42
                   SCH78      F 3. 0       1     47-  49
                   GRADE78       A 2       1     56-  57
                   GRADE79       A 2       1     99- 100
                   GRADE80       A 2       2     22-  23
                   GRADE81       A 2       2     65-  66
                   LEP        F 1. 0       2     99-  99
                   DESEG      F 1. 0       2    100- 100
                   SPED       F 1. 0       2    101- 101
                   READ77     F 3. 0       2    102- 104
                   MATH77     F 3. 0       2    117- 119
                   READ78     F 3. 0       3     10-  12
                   MATH78     F 3. 0       3     25-  27
```

81.73

ATTACHMENT E-6
(Page 1 of 16)

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292

```
WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                        23 JUN 82    11.35.14.     PAGE    2

                 ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

                 VARIABLE  FORMAT  RECORD    COLUMNS

                 READ80    F 3. 0       3    84-  86
                 MATH80    F 3. 0       3    90-  92
                 READ81    F 3. 0       4    10-  12
                 MATH81    F 3. 0       4    13-  15
                 GPA77     F 4. 2       4    56-  59
                 GPA78     F 4. 2       4    60-  63
                 GPA79     F 4. 2       4    64-  67
                 GPA80     F 4. 2       4    68-  71
                 GPA81     F 4. 2       4    72-  75
                 CRED77    F 3. 0       4    76-  78
                 CRED78    F 3. 0       4    79-  81
                 CRED79    F 3. 0       4    82-  84
                 CRED80    F 3. 0       4    85-  87
                 CRED81    F 3. 0       4    88-  90
                 OSA77     F 2. 0       4   101- 102
                 OSA78     F 2. 0       4   103- 104
                 OSA79     F 2. 0       4   105- 106
                 OSA80     F 2. 0       4   107- 108
                 OSA81     F 2. 0       4   109- 110
                 DROP      F 1. 0       4   111- 111

THE INPUT FORMAT PROVIDES FOR  34 VARIABLES.   34 WILL BE READ.
IT PROVIDES FOR  4 RECORDS (*CARDS*) PER CASE.
A MAXIMUM OF   119 *COLUMNS* ARE USED ON A RECORD.

                 RECODE          GRADE78,GRADE80('1'=1)('2'=2)('3'=3)('4'=4)
                                 ('5'=5)('6'=6)('7'=7)('8'=8)('9'=9)('10'=10)('11'=11)('12'=12)
                                 ('GR'=13)('S'=0)/
                                 DROP(BLANK=5)(1=6)
                 COMPUTE         BLACK=0
                 COMPUTE         HISP=0
                 COMPUTE         OTHER=0
                 IF              (ETHNIC EQ 2) BLACK=1
                 IF              (ETHNIC EQ 4) HISP=1
                 IF              (ETHNIC EQ 1 OR EQ 3 CR EQ 5) OTHER=1
                 IF              (SCH78 GT 10) AGE=1
                 IF              (SCH78 EQ 10 OR SCH78 LT 10) AGE=2
                 VALUE LABELS    DROP (0)TRANSFER (1)DROPOUT (2)OTHER (3)LANIER (4)UNKNOWN
                                 (5) STAY-IN
                 MISSING VALUES  SEX,ETHNIC,SCH78(BLANK)/READ77,MATH77,
                                 GPA77(0,BLANK)
                 COMPUTE         SET=1
                 IF              (UNIFORM(1) GT .40)SET=2
                 DISCRIMINANT    GROUPS=DROP(5,6)/
                                 VARIABLES=SEX,BLACK,HISP,OTHER,AGE,GPA77,OSA77/
                                 SELECT=SET(1)
                                 ANALYSIS=SEX,BLACK,HISP,OTHER,AGE,GPA77,OSA77/
                                 METHOD=MINRESID
SINCE ANALYSIS= WAS OMITTED FOR THE FIRST ANALYSIS. ALL VARIABLES
ON THE VARIABLES= LIST WILL BE  ENTERED AT LEVEL 1.
                 OPTIONS         5,7,11,14
                 STATISTICS      1,2,3,4,5,6
```

81.73

ATTACHMENT E-6
(Continued, page 2 of 16)

```
WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                  23 JUN 82    11.05.14.     PAGE    3

          00101500 CM REQUIRED FOR DISCRIMINANT ANALYSIS
          00101500 CM REQUIRED FOR DISCRIMINANT CLASSIFICATION

          OPTION - 5
          PRINT CLASSIFICATION RESULTS TABLE

          OPTION - 7
          PRINT A SINGLE PLOT OF CASES

          OPTION -11
          PRINT UNSTANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

          OPTION -14
          USE INDIVIDUAL GROUP COVARIANCE MATRICES FOR CLASSIFICATION




END OF FILE ON FILE LEAVERS
AFTER READING    4829 CASES FROM SUBFILE NONAME
```

81.73

ATTACHMENT E-6
(Continued, page 3 of 16)

8L.73

```
WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INST                    23 JUN 82    11.05.14.     PAGE    4

FILE   NCNAME   (CREATION DATE =  23 JUN 82)

- - - - - - - - - - - - - - - - - - - -  D I S C R I M I N A N T   A N A L Y S I S  - - - - - - - - - - - - - - - - - - - -

ON GROUPS DEFINED BY DROP

          4829 (UNWEIGHTED) CASES WERE PROCESSED.
          3546 OF THESE WERE EXCLUDED FROM THE ANALYSIS.
              594 HAD MISSING OR OUT-OF-RANGE GROUP CODES.
              753 HAD AT LEAST ONE MISSING DISCRIMINATING VARIABLE.
              314 HAD BOTH.
             1885 WERE EXCLUDED BY THE SELECT= VARIABLE.
          1283 (UNWEIGHTED) CASES WILL BE USED IN THE ANALYSIS.


NUMBER OF CASES BY GROUP

                NUMBER OF CASES
  DROP      UNWEIGHTED     WEIGHTED  LABEL

        5         1111       1111.0  STAY-IN
        6          172        172.0

    TOTAL         1283       1283.0


GROUP MEANS

  DROP             SEX              BLACK            HISP             OTHER            AGE              GPA77            DSAT77

        5          1.92529          .18632           .22862           .58506           1.87219          84.07725         .19892
        6          1.96512          .19767           .40698           .39535           1.68605          76.91471         .55233

    TOTAL          1.93063          .18784           .25253           .55963           1.84723          83.11704         .24630


GROUP STANDARD DEVIATIONS

  DROP             SEX              BLACK            HISP             OTHER            AGE              GPA77            DSAT77

        5           .99765          .38954           .42013           .49293           .33433           6.59574          .79130
        6          1.00231          .39941           .49270           .49035           .46545           6.60545          1.37762

    TOTAL           .99798          .39074           .43463           .49663           .35990           7.35073          .89399
```

E-101

ATTACHMENT E-6
(Continued, page 4 of 16)

```
WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                        23 JUN          11.35.14.      PAGE     5


POOLED WITHIN-GROUPS COVARIANCE MATRIX WITH      1281 DEGREES OF FREEDOM

               SEX              BLACK            HISP             OTHER            AGE              GPA77            OSA77

 SEX        .9965574
 BLACK     -.9640521E-02     .1527799
 HISP       .2667883E-02    -.4774562E-01     .1853563
 OTHER      .6972638E-02    -.1050343        -.1376107         .2426450
 AGE        .3240267E-01    -.2409706E-01    -.1448775E-01     .3858481E-01     .1256027
 GPA77     1.320469         -.8306434        -.6443500        1.474999          .8383954        49.11057
 OSA77     -.8756885E-01     .9917604E-01    -.1654055E-01    -.8263550E-01    -.8113021E-01   -2.019549          .7959155


POOLED WITHIN-GROUPS CORRELATION MATRIX

               SEX          BLACK        HISP         OTHER        AGE          GPA77        OSA77

 SEX        1.00000
 BLACK      -.02471      1.00000
 HISP        .00621      -.28372      1.00000
 OTHER       .01418      -.54552      -.64888      1.00000
 AGE         .09159      -.17395      -.09495       .22102      1.00000
 GPA77       .15070      -.30638      -.21577       .43170       .34196      1.00000
 OSA77      -.09833       .28441      -.04306      -.18804      -.25669      -.32636      1.00000

CORRELATIONS WHICH CANNOT BE COMPUTED ARE PRINTED AS 99.0.


WILKS  LAMBDA (U-STATISTIC) AND UNIVARIATE F-RATIO
WITH   1 AND       1281 DEGREES OF FREEDOM

  VARIABLE    WILKS  LAMBDA         F           SIGNIFICANCE
  --------    -------------   -------------     ------------

  SEX              .99982          .2370             .6265
  BLACK            .99990          .1257             .7230
  HISP             .98044          25.56             .0000
  OTHER            .98305          22.09             .0000
  AGE              .96892          41.09             .0000
  GPA77            .88969          158.8             .0000
  OSA77            .98208          23.37             .0000
```

300

ATTACHMENT E-6
(Continued, Page 5 of 16)

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WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                23 JUN 82    11.05.14.     PAGE    5

FILE    NONAME   (CREATION DATE =  23 JUN 82)

- - - - - - - - - - - - - - - - - - - - -   D I S C R I M I N A N T   A N A L Y S I S   - - - - - - - - - - - - - - - - - - - - -

ON GROUPS DEFINED BY DROP


ANALYSIS NUMBER        1

STEPWISE VARIABLE SELECTION

      SELECTION RULE-  MINIMIZE SUM OF UNEXPLAINED
                       VARIATIONS (RESIDUAL VARIANCE)
      MAXIMUM NUMBER OF STEPS......................       14
      MINIMUM TOLERANCE LEVEL......................   .00100
      MINIMUM F TO ENTER...........................   1.0000
      MAXIMUM F TO REMOVE..........................   1.0000

CANONICAL DISCRIMINANT FUNCTIONS

      MAXIMUM NUMBER OF FUNCTIONS..................        1
      MINIMUM CUMULATIVE PERCENT OF VARIANCE.......   100.00
      MAXIMUM SIGNIFICANCE OF WILKS  LAMBDA........   1.0000

PRIOR PROBABILITY FOR EACH GROUP IS  .50000

-------------- VARIABLES NOT IN THE ANALYSIS AFTER STEP   0 --------------

                            MINIMUM
VARIABLE    TOLERANCE      TOLERANCE     F TO ENTER   RESIDUAL VARIANCE

SEX         1.0000000      1.0000000        .2370
BLACK       1.0000000      1.0000000        .1257
HISP        1.0000000      1.0000000      25.5608         .55386
OTHER       1.0000000      1.0000000      22.0914         .96425
AGE         1.0000000      1.0000000      41.0865         .93549
GPA77       1.0000000      1.0000000     158.8218         .78953
OSA77       1.0000000      1.0000000      23.3720         .96225
```

81.73

ATTACHMENT E-6
(Continued, page 6 of 16)

81.73

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* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

AT STEP   1, GPA77    WAS INCLUDED IN THE ANALYSIS.

                                    DEGREES OF FREEDOM  SIGNIF.  BETWEEN GROUPS
WILKS  LAMBDA           .8896934    1    1     1281.0
EQUIVALENT F            158.8218         1     1281.0   .0000

RESIDUAL VARIANCE       .7895251

---------------- VARIABLES IN THE ANALYSIS AFTER STEP    1 ----------------

VARIABLE   TOLERANCE     F TO REMOVE   RESIDUAL VARIANCE

GPA77      1.0000000     158.8218

--------------- VARIABLES NOT IN THE ANALYSIS AFTER STEP    1 --------------

                          MINIMUM
VARIABLE   TOLERANCE     TOLERANCE    F TO ENTER    RESIDUAL VARIANCE

SEX        .9636325      .9636325       7.7062        .78056
BLACK      .9061296      .9061296      12.0639        .77558
HISP       .9534419      .9534418       5.0902        .78358
OTHER      .8136318      .8136318        .5989
AGE        .8836790      .8836790       4.4861        .78428
OSA77      .8534875      .8534875        .5179

F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP    1
EACH F STATISTIC HAS    1 AND      1281.0 DEGREES OF FREEDOM.

                  GROUP       5
                     STAY-IN
      GROUP

        6                 158.82
                           .0000
```

F-104

303

304

ATTACHMENT E-6
(Continued, page 7 of 16)

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WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                23 JUN 82    11.35.14.    PAGE    8

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

AT STEP   2, BLACK     WAS INCLUDED IN THE ANALYSIS.

                                          DEGREES OF FREEDOM  SIGNIF.  BETWEEN GROUPS
WILKS  LAMBDA            .8813865     2    1       1281.0
EQUIVALENT F             86.12870          2       1280.0    .0000

RESIDUAL VARIANCE        .7755775

---------------- VARIABLES IN THE ANALYSIS AFTER STEP    2 ----------------

VARIABLE    TOLERANCE      F TO REMOVE   RESIDUAL VARIANCE

BLACK        .9061296      12.0639
GPA77        .9061296     172.1149

-------------- VARIABLES NOT IN THE ANALYSIS AFTER STEP    2 --------------

                             MINIMUM
VARIABLE    TOLERANCE    TOLERANCE    F TO ENTER    RESIDUAL VARIANCE

SEX          .9623776     .8725715       8.3435        .76612
HISP         .8183799     .7777698       1.0384        .77439
OTHER        .6251597     .6251597       1.0384        .77439
AGE          .8783547     .8207384       5.6774        .76912
OSA77        .8559554     .8438644       2.1176        .77316


F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP    2
EACH F STATISTIC HAS    2 AND      1280.0 DEGREES OF FREEDOM.

                  GROUP        5
                     STAY-IN
   GROUP

      6                    86.129
                            .0000
```

E-105

81.73

ATTACHMENT E-6
(Continued, page 8 of 16)

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WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                    23 JU          11. 5.14.      PAGE

 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

AT STEP   3, SEX       WAS INCLUDED IN THE ANALYSIS.

                                        DEGREES OF FREEDOM  SIGNIF.  BETWEEN GROUPS
WILKS  LAMBDA          .8756740      3    1       1281.0
EQUIVALENT F           60.52973           3       1279.0   .0000

RESIDUAL VARIANCE      .7661215

---------------- VARIABLES IN THE ANALYSIS AFTER STEP   3 ----------------

VARIABLE   TOLERANCE     F TO REMOVE   RESIDUAL VARIANCE

SEX         .9623776       8.3435
BLACK       .9045496      12.7000
GPA77       .8725715     181.1657

--------------- VARIABLES NOT IN THE ANALYSIS AFTER STEP    3 ---------------

                         MINIMUM
VARIABLE   TOLERANCE    TOLERANCE    F TO ENTER    RESIDUAL VARIANCE

HISP        .8145923     .7730181        .6747
OTHER       .6222663     .6222663        .6747
AGE         .8774730     .7958058       6.0836        .75932
OSAT77      .8540386     .8182174       2.5213        .76329

F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP    3
EACH F STATISTIC HAS   3 AND     1279.0 DEGREES OF FREEDOM.

                    GROUP        5
                      STAY-IN
        GROUP

           6                  60.530
                               .0000
```

81.73

307

308

ATTACHMENT E-6
(Continued, page 9 of 16)

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WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                                 23 JUN 82    11.05.14.     PAGE   10


 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

AT STEP   4, AGE       WAS INCLUDED IN THE ANALYSIS.

                                      DEGREES OF FREEDOM  SIGNIF.  BETWEEN GROUPS
WILKS  LAMBDA          .8715253      4     1      1281.0
EQUIVALENT F           47.09864            4      1278.0   .0000

RESIDUAL VARIANCE      .7593218

---------------- VARIABLES IN THE ANALYSIS AFTER STEP    4 ----------------

VARIABLE    TOLERANCE     F TO REMOVE   RESIDUAL VARIANCE

SEX         .9614115       8.7485
BLACK       .8993384      13.9833
AGE         .8774730       6.0836
GPA77       .7958058     140.9509

--------------- VARIABLES NOT IN THE ANALYSIS AFTER STEP    4 ---------------

                           MINIMUM
VARIABLE    TOLERANCE     TOLERANCE    F TO ENTER    RESIDUAL VARIANCE

HISP        .8117429      .7194836        .4554
OTHER       .6200897      .6200897        .4554
OSAT77      .8348229      .7640233       1.5090         .75764


F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP    4
EACH F STATISTIC HAS    4 AND     1278.0 DEGREES OF FREEDOM.

                  GROUP          5
                     STAY-IN
   GROUP

      6                      47.099
                              .0000
```

81.73

ATTACHMENT E-6
(Continued, page 10 of 16)

81.73

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* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

AT STEP   5, OSA77     WAS INCLUDED IN THE ANALYSIS.

                                       DEGREES OF FREEDOM  SIGNIF.  BETWEEN GROUPS
WILKS  LAMBDA           .8704967     5    1      1281.0
EQUIVALENT F            37.99573          5      1277.0   .0000

RESIDUAL VARIANCE       .7576446

---------------- VARIABLES IN THE ANALYSIS AFTER STEP   5 ----------------

VARIABLE    TOLERANCE      F TO REMOVE   RESIDUAL VARIANCE

SEX          .9596300        9.0331
BLACK        .8644104       15.2702
AGE          .8577301        5.0657
GPA77        .7640233      127.9394
OSA77        .8348229        1.5090

-------------- VARIABLES NOT IN THE ANALYSIS AFTER STEP   5 --------------

                           MINIMUM
VARIABLE    TOLERANCE     TOLERANCE    F TO ENTER   RESIDUAL VARIANCE

HISP         .8090978      .6885315       .5557
OTHER        .6180691      .6180691       .5557


F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP    5
EACH F STATISTIC HAS    5 AND      1277.0 DEGREES OF FREEDOM.

                   GROUP        5
                     STAY-IN
   GROUP

      6                     37.996
                             .0000

F LEVEL OR TOLERANCE OR VIN INSUFFICIENT FOR FURTHER COMPUTATION.
```

E-108

ATTACHMENT E-6
(Continued, page 11 of 16)

81.73

```
WHICH ARE THE DRCPOUTS AND WHICH ARE THE STAY-INS?                            23 JUN 82    11.05.14.    PAGE   12

                                   SUMMARY TABLE

            ACTION        VARS    WILKS               RESIDUAL
STEP ENTERED REPOVED       IN     LAMBDA     SIG.     VARIANCE   LABEL

  1   GPA77                 1    .889693   .0000      .78953
  2   BLACK                 2    .881386   .0000      .77558
  3   SEX                   3    .875674   .0000      .76612
  4   AGE                   4    .871525   .0000      .75932
  5   OSA77                 5    .870497   .0090      .75764

                                     CANONICAL DISCRIMINANT FUNCTIONS

                          PERCENT OF   CUMULATIVE     CANONICAL   -   AFTER
FUNCTION   EIGENVALUE      VARIANCE       PERCENT   CORRELATION - FUNCTION   WILKS  LAMBDA   CHI-SQUARED    D.F.   SIGNICANCE
                                                                -     0        .8704967       177.32         5          0
     1*         .14877    100.00        100.00        .3598657  -

    * MARKS THE   1 FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANCNICAL DISCRIMINANT FUNCTION COEFFICIENTS

                 FUNC  1

SEX              .23774
BLACK          -.32490
AGE            -.18860
GPA77          -.95936
OSA77            .10449

UNSTANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

                  FUNC  1

SEX              .2381488
BLACK          -.8312138
AGE            -.5321712
GPA77          -.1383118
OSA77            .1191185
(CONSTANT)     12.14663

CANCNICAL DISCRIPINANT FUNCTIONS EVALUATED AT GROUP MEANS (GPCUP CENTROIDS)

     GROUP        FUNC   1

          5       -.15164
          6        .97951
```

ATTACHMENT E-6
(Continued, page 12 of 16)

E-109

```
WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                    23 JUN 82    11.05.14.     PAGE  13

TEST OF EQUALITY OF COVARIANCE OF THE CANONICAL DISCRIMINANT FUNCTIONS

   THE RANKS AND NATURAL LOGS OF DETERMINANTS PRINTED ARE THOSE OF THE GROUP
   COVARIANCE MATRICES OF THE CANCNICAL DISCRIMINANT FUNCTIONS.

    GROUP LABEL                              RANK    LOG DETERMINANT

        5 STAY-IN                              1          -.011475
        6                                      1           .071449
    POOLED WITHIN-GROUPS COVARIANCE
    MATRIX (AN IDENTITY MATRIX)                1                 0

    BOX'S M        APPROXIMATE F  DEGREES OF FREEDOM  SIGNIFICANCE
     .51987           .51883         1,      758010.1       .4715
```

81.73

315

316

```
WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?                         23 JUN 82    11.05.14.     PAGE   14

SYMBOLS USED IN PLOTS

SYMBOL  GROUP  LABEL
------  -----  --------------------

  1         5  STAY-IN
  2         6
  *            ALL UNGROUPED CASES

                                         ALL-GROUPS STACKED HISTOGRAM

                                    -- CANONICAL DISCRIMINANT FUNCTION 1 --
            160 +                                                                                 +
                .                                                                                 .
                .                                 *   *                                           .
F               .                              *  2 *** * * * *                                   .
R           120 +                            * 1 *1 *** * * **2*                                  +
E               .                            1*1*21*221*1*2 2*2**                                 .
Q               .                            111111*111*1*1*1212* *                               .
U               .                            1111111111112121*122**                               .
E            80 +                           111111111111111111112*2**                             +
N               .                         **11111111111111111111121**                             .
C               .                         111111111111111111111111122***                          .
Y               .                        2111111111111111111111111121**2***                       .
             40 +                       21111111111111111111111111111222222                       +
                .                      *11111111111111111111111111111111211*2**                   .
                .                     111111111111111111111111111111111111121122* *** 2           .
                .                   111111111111111111111111111111111111111111112*211212  2  2    .
               OUT.........+.........+.........+.........+.........+.........+.........+.........OUT
                          -3        -2        -1         0         1         2         3
GROUP CENTROIDS                                         1          2

CLASSIFICATION RESULTS FOR CASES SELECTED FOR USE IN THE ANALYSIS -

                      NO. OF     PREDICTED GROUP MEMBERSHIP
   ACTUAL GROUP        CASES           5          6
--------------------  ------    --------   --------

GROUP        5          1111         817        294
STAY-IN                             73.5       26.5

GROUP        6           172          51        121
                                    29.7       70.3

UNGROUPED CASES          244         128        116
                                    52.5       47.5

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED -  73.11
```

81.73

```
CLASSIFICATION RESULTS FOR CASES NOT SELECTED FOR USE IN THE ANALYSIS -

                           NO. OF     PREDICTED GROUP MEMBERSHIP
   ACTUAL GROUP            CASES           5            6
--------------------      ------     ---------    ---------

GROUP        5              1641        1198          443
STAY-IN                                 73.0         27.0

GROUP        6               244          73          171
                                        29.9         70.1

UNGROUPED CASES              350         174          176
                                        49.7         50.3

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED -  72.63

CLASSIFICATION PROCESSING SUMMARY

       4829 CASES WERE PROCESSED.
       1067 CASES HAD AT LEAST ONE MISSING DISCRIMINATING VARIABLE.
       3762 CASES WERE USED FOR PRINTED OUTPUT.

CPU TIME REQUIRED..     16.1170 SECONDS

                      FINISH

TOTAL CPU TIME USED...    16.4170 SECONDS


RUN COMPLETED

NUMBER OF CONTROL CARDS READ  38
NUMBER OF ERRORS DETECTED      0
5
```

81.73

E-112

319

320

ATTACHMENT E-6
(Continued, page 15 of 16)

ATTACHMENT E-7

FREQUENCIES DATA ON DISCRIMINANT VARIABLES FOR STAY-INS AND DROPOUTS

```
                                                                14 JUL 82     14.12.55.      PAGE     1
   ****************************************
   *       COMPUTATION CENTER              *
   *   UNIVERSITY OF TEXAS AT AUSTIN       *
   ****************************************

   S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

   CDC 6000/CYBER 70 VERSION 8.0  -  INSTALLED 27 AUGUST 8

          PAGESIZE        EJECT
          RUN NAME        STAY-INS
          VARIABLE LIST   SEX,ETHNIC,SCH78,GRADE78,ID781,ID782,GRADE79,ID791,
                          GRADE80,ID801,ID802,GRADE81,ID811,ID812,LEP,DESEG,
                          SPED,READ77,MATH77,READ78,MATH78,
                          READ80,MATH80,READ81,MATH81,GPA77,GPA78,GPA79,
                          GPA80,GPA81,CRED77,CRED78,CRED79,CRED80,CRED81,OSA77,
                          OSA78,OSA79,OSA80,OSA81,DROP
          INPUT MEDIUM    DISK
          N OF CASES      UNKNOWN
          INPUT FORMAT    (T41,2F1.0,T47,F3.0,T56,A2,T60,F5.0,T76,F5.0,T99,A2,T103,F5.0/
                          T22,A2,T26,F5.0,T42,F5.0,T65,A2,T69,F5.0,T45,F5.0,T99,3F1.0,
                          T102,F3.0,T117,F3.0/T10,F3.0,T25,F3.0,T89,F3.0,
                          T93,F3.0/T10,2F3.0,T56,5F4.2,T76,5F3.0,T101,5F2.0,T111,F1.0)

          ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

          VARIABLE  FORMAT  RECORD    COLUMNS

          SEX       F 1. 0      1     41-  41
          ETHNIC    F 1. 0      1     42-  42
          SCH78     F 3. 0      1     47-  49
          GRADE78      A 2      1     56-  57
          ID781     F 5. 0      1     60-  64
          ID782     F 5. 0      1     76-  80
          GRADE79      A 2      1     99- 100
          ID791     F 5. 0      1    103- 107
          GRADE80      A 2      2     22-  23
          ID801     F 5. 0      2     26-  30
          ID802     F 5. 0      2     42-  46
          GRADE81      A 2      2     65-  66
```

81.73

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ATTACHMENT E-7
(Page 1 of 40)

81.73

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STAY-INS                                                                  14 JUL 82     14.12.33.     PAGE    2

                  ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

                  VARIABLE   FORMAT   RECORD      COLUMNS

                  ID#11       F 5. 0        2     69-  73
                  ID#12       F 5. 0        2     45-  49
                  LEP         F 1. 0        2     99-  99
                  DESEG       F 1. 0        2    100- 100
                  SPED        F 1. 0        2    101- 101
                  READ77      F 3. 0        2    102- 104
                  MATH77      F 3. 0        2    117- 119
                  READ78      F 3. 0        3     10-  12
                  MATH78      F 3. 0        3     25-  27
                  READ80      F 3. 0        3     84-  86
                  MATH80      F 3. 0        3     90-  92
                  READ81      F 3. 0        4     10-  12
                  MATH81      F 3. 0        4     13-  15
                  GPA77       F 4. 2        4     56-  59
                  GPA78       F 4. 2        4     60-  63
                  GPA79       F 4. 2        4     64-  67
                  GPA80       F 4. 2        4     68-  71
                  GPA81       F 4. 2        4     72-  75
                  CRED77      F 3. 0        4     76-  78
                  CRED78      F 3. 0        4     79-  81
                  CRED79      F 3. 0        4     82-  84
                  CRED80      F 3. 0        4     85-  87
                  CRED81      F 3. 0        4     88-  90
                  OSA77       F 2. 0        4    101- 102
                  OSA78       F 2. 0        4    103- 104
                  OSA79       F 2. 0        4    105- 106
                  OSA80       F 2. 0        4    107- 108
                  OSA81       F 2. 0        4    109- 110
                  DROP        F 1. 0        4    111- 111

THE INPUT FORMAT PROVIDES FOR   41 VARIABLES.   41 WILL BE READ.
IT PROVIDES FOR  4 RECORDS (*CARDS*) PER CASE.
A MAXIMUM OF   119 *COLUMNS* ARE USED ON A RECORD.

                  RECODE          GRADE79,GRADE80('1'=1)('2'=2)('3'=3)('4'=4)
                                  ('5'=5)('6'=6)('7'=7)('8'=8)('9'=9)('10'=10)('11'=11)('12'=12)
                                  ('GR'=13)('S'=0)/
                                  DROP(BLANK=5)(1=5)
                  COMPUTE         BLACK=0
                  COMPUTE         HISP=0
                  COMPUTE         OTHER=0
                  IF              (ETHNIC EQ 2) BLACK=1
                  IF              (ETHNIC EQ 4) HISP=1
                  IF              (ETHNIC EQ 1 OR EQ 3 OR EQ 5) OTHER=1
                  IF              (SCH79 GT 13) AGE=1
                  IF              (SCH78 GE 13 OR SCH78 LT 10) AGE=2
                  VALUE LABELS    DROP (1)TRANSFER (2)DROPOUT (3)OTHER (4)[illegible] (4)[illegible]
                                  (5) STAY-IN
                  MISSING VALUES  SEX,ETHNIC,SCH79(BLANK)/READ77,MATH77,
                                  SPED77(  ,BLANK)
                  SELECT IF       (DROP=5)
                  [illegible]
```

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ATTACHMENT E-7
(Continued, page 2 of 40)

```
STAY-INS                                                       14 JUL 72     14.12.33.      PAGE     3

                                       GPA77(65,100) OSA77(0,20)
                      OPTIONS          6,8
                      STATISTICS       ALL

               0020400 CM NEEDED FOR FREQUENCIES

               OPTION - 6
               PRINT TABLES WITH MANY VALUES IN CONDENSED FORMAT

               OPTION - 8
               PRINT HISTOGRAMS




   END OF FILE ON FILE LEAVERS
   AFTER READING    4829 CASES FROM SUBFILE NONAME
```

81.73

ATTACHMENT E-7
(Continued, page 3 of 40)

```
STAY-I                                                          14 JUL 82    14.12.33.     PAGE    4
FILE   NONAME   (CREATION DATE =  14 JUL 82)

SEX

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL             CODE      FREQ      (PCT)      (PCT)      (PCT)

                              1      1746      52.0       52.0       52.0

                              3      1609      48.0       48.0      100.0
                                   -------    -------    -------
                          TOTAL      3355     100.0      100.0
```

8L.73

ATTACHMENT E-7
(Continued, page 4 of 40)

```
STAY-IC3                                                14 JUL 92     14.12.31.     PAGE    5

FILE  NONAME   (CREATION DATE =  14 JUL 92)

SEX

      CODE
           I
       1   ******************************************** (  1746)
           I
           I
       3   **************************************** (  1609)
           I
           I
           I.........I.........I.........I.........I.........I
           0        400       800      1200      1600      2000
           FREQUENCY

MEAN          1.959      STD ERR         .017      MEDIAN         1.961
MODE          1.000      STD DEV         .999      VARIANCE        .999
KURTOSIS     -1.995      SKEWNESS        .082      RANGE          2.000
MINIMUM       1.000      MAXIMUM        3.000      SUM         6573.000
C.V. PCT     51.017      .95 C.I.       1.925            TO       1.993

VALID CASES    3355      MISSING CASES      0
```

81.73

E-119

ATTACHMENT E-7
(Continued, Page 5 of 40)

330

331

81.73

```
STAY-INS                                                     14 JUL 82    14.12.33.    PAGE    6

FILE   NONAME   (CREATION DATE =   14 JUL 82)

BLACK

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL               CODE    FREQ      (PCT)      (PCT)      (PCT)

                                0    2790       83.2       83.2       83.2

                                1     565       16.8       16.8      100.0
                                  -------    -------    -------
                            TOTAL    3355      100.0      100.0
```

E-120

332

333

ATTACHMENT E-7
(Continued, page 6 of 40)

```
STAY-INS                                                                  14 JUL 82    14.12.33.     PAGE    7

FILE    NONAME    (CREATION DATE =  14 JUL 82)

BLACK

     CODE
             I
        0    **************************** (  2791)
             I
             I
        1    ******* (   565)
             I
             I
             I.........I.........I.........I.........I.........I
             0        1000      2000      3000      4000      5000
             FREQUENCY

MEAN               .168      STD ERR          .006      MEDIAN              .101
MODE                  0      STD DEV          .374      VARIANCE            .140
KURTOSIS          1.144      SKEWNESS        1.772      RANGE              1.000
MINIMUM               0      MAXIMUM         1.000      SUM              565.000
C.V. PCT        222.250      .95 C.I.         .156              TO          .181

VALID CASES       3356       MISSING CASES       0
```

81.73

E-121

ATTACHMENT E-7
(Continued, page 7 of 40)

```
STAY-INS                                                         14 JUL 92    14.12.33.     PAGE    8

FILE   NONAME   (CREATION DATE =  14 JUL 92)

HISP

                                          RELATIVE   ADJUSTED     CUM
                                 ABSOLUTE   FREQ       FREQ       FREQ
CATEGORY LABEL           CODE      FREQ     (PCT)      (PCT)      (PCT)

                            0      2616     78.0       78.0       78.0

                            1       739     22.0       22.0      100.0
                                -------   -------    -------
                        TOTAL      3355    100.0      100.0
```

```
 TAY-IOS                                                          14 JUL 82    14.12.33.    PAGE   9
 FILE    NONAME    (CREATION DATE =  14 JUL 82)

 HISP

      CODE
              I
            0 ****************************** (  2616)
              I
              I
            1 ********* (    739)
              I
              I
              I.........I.........I.........I.........I.........I
              0        1000      2000      3000      4000      5000
              FREQUENCY

 MEAN              .220     STD ERR          .007     MEDIAN             .141
 MODE                 0     STD DEV          .414     VARIANCE           .172
 KURTOSIS         -.176     SKEWNESS        1.351     RANGE             1.000
 MINIMUM              0     MAXIMUM         1.000     SUM             739.000
 C.V. PCT       188.175     .95 C.I.         .206           TO           .234

 VALID CASES       3355     MISSING CASES       0
```

81.73

E-123

ATTACHMENT E-7
(Continued, page 9 of 40)

81.73

```
STAY-INS                                                          14 JUL 82    14.12.33.     PAGE   10

FILE   NONAME   (CREATION DATE =  14 JUL 82)

OTHER

                                         RELATIVE   ADJUSTED      CUM
                              ABSOLUTE     FREQ       FREQ        FREQ
CATEGORY LABEL         CODE     FREQ       (PCT)      (PCT)       (PCT)

                          0     1304       38.9       38.9        38.9

                          1     2051       61.1       61.1       100.0
                              -------    -------    -------
                      TOTAL     3355      100.0      100.0
```

```
STAY-INS                                                                     14 JUL 82       14.12.33.       PAGE   11

FILE    NONAME    (CREATION DATE =  14 JUL 82)

OTHER

        CODE
               I
            0  ************** (  1304)
               I
               I
            1  ********************** (  2051)
               I
               I
               I.........I.........I.........I.........I.........I
               0        1000      2000      3000      4000      5000
               FREQUENCY

MEAN             .611      STD ERR         .008      MEDIAN           .682
MODE            1.000      STD DEV         .488      VARIANCE         .238
KURTOSIS       -1.792      SKEWNESS       -.457      RANGE           1.000
MINIMUM            0       MAXIMUM        1.000      SUM          2051.000
C.V. PCT       79.749      .95 C.I.        .595          TO           .628

VALID CASES      3355      MISSING CASES      0
```

81.73

E-125

342

343

ATTACHMENT E-7
(Continued, page 11 of 40)

81.73

```
STAY-INS                                                   14 JUL 82    14.12.33.     PAGE   12

FILE   NONAME   (CREATION DATE =  14 JUL 82)

AGE

                                              RELATIVE    ADJUSTED      CUM
                                   ABSOLUTE     FREQ        FREQ        FREQ
CATEGORY LABEL             CODE      FREQ       (PCT)       (PCT)       (PCT)

                              1       445       13.3        13.3        13.3

                              2      2910       86.7        86.7       100.0
                                   -------     -------     -------
                          TOTAL      3355      100.0       100.0
```

E-126

ATTACHMENT E-7
(Continued, page 12 of 40)

```
STAY-INS                                                 14 JUL 82     14.12.31.      PAGE   13

FILE   NONAME   (CREATION DATE =  14 JUL 82)

AGE

     CODE
           I
        1  ***** (    445)
           I
           I
        2  ******************************** (  2910)
           I
           I
           I.........I.........I.........I.........I.........I
           0        1000      2000      3000      4000      5000
           FREQUENCY

MEAN           1.867     STD ERR         .006     MEDIAN         1.924
MODE           2.000     STD DEV         .339     VARIANCE        .115
KURTOSIS       2.679     SKEWNESS      -2.161     RANGE          1.000
MINIMUM        1.000     MAXIMUM        2.000     SUM         6265.000
C.V. PCT      18.166     .95 C.I.       1.856          TO        1.879

VALID CASES     3355     MISSING CASES      0
```

E-127

```
STAY-INS                                                            14 JUL 82     14.12.33.      PAGE   14

FILE    NONAME    (CREATION DATE =  14 JUL 82)

GPA11

                     ADJ CUM                          ADJ CUM                           ADJ CUM
      CODE     FREQ PCT PCT       CODE      FREQ PCT  PCT        CODE       FREQ PCT PCT

        65        8   0   0         77        84   3   19          89        145    5   76
        66        7   0   1         78       109   4   23          90        141    5   81
        67       10   0   1         79       125   5   28          91        115    4   85
        68        9   0   1         80       122   4   32          92        117    4   90
        69       23   1   2         81       130   5   37          93        139    5   94
        70       27   1   3         82       139   5   42          94         96    3   97
        71       30   1   4         83       124   5   47          95         42    2   99
        72       51   2   6         84       126   5   51          96         23    1  100
        73       69   3   9         85       128   5   56          97          4    0  100
        74       71   3  11         86       112   4   60          98          1    0  100
        75       69   3  14         87       149   5   65
        76       78   3  16         88       144   5   71

                              M I S S I N G   D A T A
      CODE     FREQ                CODE    FREQ                   CODE     FREQ

      WILD      603
```

E-128

81.73

```
FILE    NONAME    (CREATION DATE =  14 JUL 82)

GPA77

      CODE
             I
        65   * (        3)
             I
             I
        66   * (        7)
             I
             I
        67   ** (      10)
             I
             I
        68   * (        9)
             I
             I
        69   ** (      23)
             I
             I
        70   ** (      27)
             I
             I
        71   *** (      33)
             I
             I
        72   **** (      51)
             I
             I
        73   **** (      69)
             I
             I
        74   ***** (      73)
             I
             I
        75   **** (      69)
             I
             I
        76   ***** (      73)
             I
             I
        77   ***** (      84)
             I
             I
        78   ****** (    103)
             I
             I
        79   ******* (    126)
             I
             I
```

ATTACHMENT E-7
(Continued, Page 15 of 40)

81.73

```
STAY-INS                                                14 JUL 82    14.12.33.     PAGE   15

FILE   NONAME   (CREATION DATE =  14 JUL 82)

       80  ******* (    122)
           I
           I
       81  ******** (    130)
           I
           I
       82  ******** (    139)
           I
           I
       83  ******* (    128)
           I
           I
       84  ******* (    125)
           I
           I
       85  ******* (    128)
           I
           I
       86  ******* (    112)
           I
           I
       87  ******** (    149)
           I
           I
       88  ******** (    144)
           I
           I
       89  ******** (    145)
           I
           I
       90  ******** (    141)
           I
           I
       91  ******* (    115)
           I
           I
       92  ******* (    117)
           I
           I
       93  ******** (    131)
           I
           I
       94  ***** (     85)
           I
           I
       95  *** (     42)
           I
           I
       96  ** (     23)
           I
           I
```

```
FILE    NONAME    (CREATION DATE =  14 JUL 82)

      97  * (       4)
          I
          I
      98  * (       1)
          I
          I
  (HILO)  ******************************** (     603)
          I
          I
          I.........I.........I.........I.........I.........I
          0        200       400       600       800      1000
          FREQUENCY

MEAN          83.759     STD ERR         .130     MEDIAN        84.132
MODE          87.000     STD DEV        6.835     VARIANCE      46.723
KURTOSIS       -.607     SKEWNESS       -.317     RANGE         33.000
MINIMUM       65.000     MAXIMUM       98.000     SUM       230504.000
C.V. PCT       8.161     .95 C.I.      83.502          TO       84.014

VALID CASES    2752      MISSING CASES   602
```

81.73

81.73

```
STAY-INS                                                  14 JUL 82    14.12.33.     PAGE   19

FILE    NONAME    (CREATION DATE =  14 JUL 82)

OSA77

                                               RELATIVE    ADJUSTED      CUM
                                     ABSOLUTE    FREQ        FREQ        FREQ
CATEGORY LABEL              CODE       FREQ      (PCT)       (PCT)       (PCT)

                               0       3062       91.3        91.3        91.3

                               1        176        5.2         5.2        96.5

                               2         59        1.8         1.8        98.3

                               3         24         .7          .7        99.0

                               4         12         .4          .4        99.3

                               5          7         .2          .2        99.6

                               6          9         .3          .3        99.8

                               7          2         .1          .1        99.9

                               8          1         .0          .0        99.9

                               9          1         .0          .0        99.9

                              10          1         .0          .0       100.0

                              12          1         .0          .0       100.0
                                    -------    -------     -------
                           TOTAL       3355      100.0       100.0
```

ATTACHMENT E-7
(Continued, page 18 of 40)

81.73

```
STAT-INS                                                              14 JUL 82     14.12.33.      PAGE   17

FILE    NONAME    (CREATION DATE =  14 JUL 82)

ISATT

     CODE
          I
        0 I................................  (  3162)
          I
          I
        1 I...  (     176)
          I
          I
        2 I..  (      59)
          I
          I
        3 I.  (      29)
          I
          I
        4 I.  (      12)
          I
          I
        5 I.  (       7)
          I
          I
        6 I.  (       9)
          I
          I
        7 I.  (       2)
          I
          I
        8 I.  (       1)
          I
          I
        9 I.  (       1)
          I
          I
       10 I.  (       1)
          I
          I
       12 I.  (       1)
          I
          I
          I.........I.........I.........I.........I.........I
          0        1000      2000      3000      4000      5000
          FREQUENCY

MEAN              .166      STD ERR         .012      MEDIAN            .048
MODE                 0      STD DEV         .715      VARIANCE          .511
KURTOSIS        68.915      SKEWNESS       7.092      RANGE           12.000
MINIMUM              0      MAXIMUM       12.000      SUM            557.000
C.V. PCT       431.344      .95 C.I.        .142      TO                .190

VALID CASES       3355      MISSING CASES      0
```

E-133

ATTACHMENT E-7
(Continued, page 19 of 40)

```
STAY-INS                                               14 JUL [illegible]    14.12.33.     PAGE   20

CPU TIME REQUIRED..     15.7790 SECONDS

                        FINISH

TOTAL CPU TIME USED..     15.9751 SECONDS


RUN COMPLETED

NUMBER OF CONTROL CARDS READ  36
NUMBER OF ERRORS DETECTED      0
```

81.73

360

361

81.73

```
                                                                14 JUL 83     14.17.16.      PAGE    1
*************************************************
*           COMPUTATION CENTER                  *
*     UNIVERSITY OF TEXAS AT AUSTIN             *
*************************************************

S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

CDC 6600/CYBER 70 VERSION 8.0  -  INSTALLED 27 AUGUST 8

          PAGESIZE         EJECT
          RUN NAME         DROPOUTS
          VARIABLE LIST    SEX,ETHNIC,SCH78,GRADE78,ID781,ID782,GRADE79,ID791,
                           GRADE80,ID801,ID802,GRADE81,ID811,ID812,LEP,DESEG,
                           SPED,READ77,MATH77,READ78,MATH78,
                           READ80,MATH80,READ81,MATH81,GPA77,GPA78,GPA79,
                           GPA80,GPA81,CRED77,CRED78,CRED79,CRED80,CRED81,OSA77,
                           OSA78,OSA79,OSA80,OSA81,DROP
          INPUT MEDIUM     DISK
          N OF CASES       UNKNOWN
          INPUT FORMAT     (T41,2F1.0,T47,F3.0,T56,A2,T61,F5.0,T76,F5.0,T99,A2,T103,F5.0/
                           T22,A2,T26,F5.0,T42,F5.0,T65,A2,T69,F5.0,T85,F5.0,T99,3F1.0,
                           T102,F3.0,T117,F3.0/T10,F3.0,T25,F3.0,T84,F3.0,
                           T90,F3.0/T10,2F3.0,T56,5F4.2,T76,5F3.0,T101,5F2.0,T111,F1.0)

          ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

          VARIABLE  FORMAT  RECORD     COLUMNS

          SEX       F 1. 0       1     41-  41
          ETHNIC    F 1. 0       1     42-  42
          SCH78     F 3. 0       1     47-  49
          GRADE78     A 2        1     56-  57
          ID781     F 5. 0       1     61-  65
          ID782     F 5. 0       1     76-  80
          GRADE79     A 2        1     99- 100
          ID791     F 5. 0       1    103- 107
          GRADE80     A 2        2     22-  23
          ID801     F 5. 0       2     26-  30
          ID802     F 5. 0       2     42-  46
          GRADE81     A 2        2     65-  66
```

```
DROPOUTS                                                                        14 JUL 82     14.17.16.       PAGE     2

                       ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

                       VARIABLE  FORMAT  RECORD     COLUMNS

                       IQS11     F 5. 0      2     69-  73
                       IQS12     F 5. 0      2     45-  49
                       LEP       F 1. 0      2     99-  99
                       DESEG     F 1. 0      2    100- 100
                       SPED      F 1. 0      2    101- 101
                       READ77    F 3. 0      2    102- 104
                       MATH77    F 3. 0      2    117- 119
                       READ78    F 3. 0      3     10-  12
                       MATH78    F 3. 0      3     25-  27
                       READ80    F 3. 0      3     84-  86
                       MATH80    F 3. 0      3     90-  92
                       READ81    F 3. 0      4     10-  12
                       MATH81    F 3. 0      4     13-  15
                       GPA77     F 4. 2      4     56-  59
                       GPA78     F 4. 2      4     60-  63
                       GPA79     F 4. 2      4     64-  67
                       GPA80     F 4. 2      4     68-  71
                       GPA81     F 4. 2      4     72-  75
                       CRED77    F 3. 0      4     76-  78
                       CRED78    F 3. 0      4     79-  81
                       CRED79    F 3. 0      4     82-  84
                       CRED80    F 3. 0      4     85-  87
                       CRED81    F 3. 0      4     88-  90
                       DSA77     F 2. 0      4    101- 102
                       DSA78     F 2. 0      4    103- 104
                       DSA79     F 2. 0      4    105- 106
                       DSA80     F 2. 0      4    107- 108
                       DSA81     F 2. 0      4    109- 110
                       DROP      F 1. 0      4    111- 111

THE INPUT FORMAT PROVIDES FOR  41 VARIABLES.   41 WILL BE READ.
IT PROVIDES FOR  4 RECORDS (*CARDS*) PER CASE.
A MAXIMUM OF   119 *COLUMNS* ARE USED ON A RECORD.

                       RECODE          GRADE78,GRADE80('1'=1)('2'=2)('3'=3)('4'=4)
                                       ('5'=5)('6'=6)('7'=7)('8'=8)('9'=9)('10'=10)('11'=11)('12'=12)
                                       ('SP'=13)('S'=13)/
                                       DROP(BLANK=5)(1=6)
                       COMPUTE         BLACK=0
                       COMPUTE         HISP=0
                       COMPUTE         OTHER=0
                       IF              (ETHNIC EQ 2) BLACK=1
                       IF              (ETHNIC EQ 4) HISP=1
                       IF              (ETHNIC EQ 1 OR EQ 3 OR EQ 5) OTHER=1
                       IF              (SCH78 GT 10) AGE=1
                       IF              (SCH78 EQ 11 OR SCH78 LT 10) AGE=0
                       VALUE LABELS    DROP (1)TRANSFER (2)DROPOUT (3)OTHER (5)BLANK [illegible]
                                       (6) STAY-IN
                       MISSING VALUES  SEX,ETHNIC,SCH78(BLANK)/READ77,MATH77,
                                       GPA77(BLANK)
                       SELECT IF       (DROP=[illegible])
                       FREQUENCIES     INTEGER=SEX(1,3) BLACK(0,1) HISP(0,1) OTHER(0,1) [illegible](1,2)
```

E-136

364

365

ATTACHMENT E-7
(Continued, page 22 of 40)

```
DROPOUTS
                                                                 14 JUL 7[illegible]    [illegible]      PAGE     3
                                   GPA77(65,100) OSA77([illegible],29)
                     OPTIONS       6,8
                     STATISTICS    ALL

               [illegible] CM NEEDED FOR FREQUENCIES

               OPTION - 6
               PRINT TABLES WITH MANY VALUES IN CONDENSED FORMAT

               OPTION - 8
               PRINT HISTOGRAMS




      END OF FILE ON FILE LEAVERS
      AFTER READING   4829 CASES FROM SUBFILE NONAME
```

81.73

ATTACHMENT E-7
(Continued, page 23 of 40)

```
DROPOUTS

FILE    NONAME   (CREATION DATE =  14 JUL 82)                        14 JUL 82     14.17.15.     PAGE    4

SEX

                                                      RELATIVE     ADJUSTED        CUM
CATEGORY LABEL                            ABSOLUTE      FREQ         FREQ          FREQ
                                 CODE       FREQ        (PCT)        (PCT)         (PCT)

                                    1        274         48.4         48.4          48.4

                                    2        292         51.6         51.6         100.0
                                           -------     -------      -------
                                 TOTAL       566        100.0        100.0
```

81.73

E-138

ATTACHMENT E-7
(Continued, page 24 of 40)

```
ORCHCUTS                                                                          14 JUL 82    14.17.16.      PAGE    4
FILE    NONAME    (CREATION DATE =  14 JUL 82)

(ED)

      CODE
              I
        1     *************************** (    274)
              I
              I
        3     ***************************** (    292)
              I
              I
              I.........I.........I.........I.........I.........I
              0        100       200       300       400       500
              FREQUENCY

MEAN              2.032      STD ERR          .042      MEDIAN          2.531
MODE              3.000      STD DEV         1.000      VARIANCE        1.001
KURTOSIS         -2.013      SKEWNESS        -.064      RANGE           2.000
MINIMUM           1.000      MAXIMUM         3.000      SUM          1150.000
C.V. PCT         49.246      .95 C.I.        1.949           TO         2.119

VALID CASES         566      MISSING CASES       0
```

81.73

E-139

ATTACHMENT E-7
(Continued, page 25 of 40)

```
DROPOUTS                                                    14 JUL 82    14.17.16.      PAGE
FILE   NCHAME   (CREATION DATE =  14 JUL 82)

BLACK

                                             RELATIVE    ADJUSTED      CUM
                                  ABSOLUTE     FREQ        FREQ        FREQ
CATEGORY LABEL             CODE     FREQ      (PCT)       (PCT)       (PCT)

                              0      478       84.5        84.5        84.5

                              1       88       15.5        15.5       100.0
                                  -------    -------     -------
                          TOTAL      566      100.0       100.0
```

81.73

372

373

ATTACHMENT E-7
(Continued, page 26 of 40)

81.73

```
DROPOUTS                                                                14 JUL 82     14.17.15.     PAGE   7

FILE    NONAME   (CREATION DATE =  14 JUL 82)

BLACK

      CODE
              I
          0   ..................................................... (   479)
              I
              I
          1   .......... (    89)
              I
              I
              I.........I.........I.........I.........I.........I
              0        100       200       300       400       500
              FREQUENCY

MEAN             .15[illegible]    STD ERR        .015     MEDIAN        .[illegible]
MODE                 0    STD DEV        .362     VARIANCE      .131
KURTOSIS         1.641    SKEWNESS      1.907     RANGE        1.[illegible]
MINIMUM              0    MAXIMUM       1.000     SUM          89.[illegible]
C.V. PCT       233.2[illegible]9    .95 C.I.       .126           TO    .185

VALID CASES      5[illegible]    MISSING CASES     0
```

E-141

ATTACHMENT E-7
(Continued, page 27 of 40)

```
DROPOUT.                                                                   14 JUL 92    14.17.16.    PAGE    1
FILE    NONAME    (CREATION DATE =  14 JUL 92)

HISP

                                                   RELATIVE    ADJUSTED       CUM
                                      ABSOLUTE       FREQ        FREQ         FREQ
CATEGORY LABEL               CODE       FREQ        (PCT)       (PCT)        (PCT)

                                0        354         62.5        62.5         62.5

                                1        212         37.5        37.5        100.0
                                       -------     -------     -------
                             TOTAL       566        100.0       100.0
```

81.7B

ATTACHMENT E-7
(Continued, page 28 of 40)

```
DRGPLOTS                                                   14 JUL 82    14.17.3 .      PAGE     1

FILE   NONAME   (CREATION DATE =  14 JUL 82)

HIST

    CODE
          I
        0 ************************************* (    354)
          I
          I
        1 ********************** (    212)
          I
          I
          I.........I.........I.........I.........I.........I
          0        100       200       300       400       500
          FREQUENCY


MEAN              .375      STD ERR        .020      MEDIAN           .299
MODE                 0      STD DEV        .484      VARIANCE         .235
KURTOSIS        -1.736      SKEWNESS       .520      RANGE           1.000
MINIMUM              0      MAXIMUM       1.000      SUM           212.000
C.V. PCT       129.335      .95 C.I.       .335            TO         .415

VALID CASES        566      MISSING CASES     0
```

81.73

ATTACHMENT E-7
(Continued, page 29 of 40)

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378

```
DROPOUTS                                                    14 JUL 82    15.17.13.    PAGE  13
FILE   NONAME   (CREATION DATE =  14 JUL 82)

OTHER

                                            RELATIVE    ADJUSTED      CUM
                                 ABSOLUTE     FREQ        FREQ       FREQ
CATEGORY LABEL            CODE     FREQ      (PCT)       (PCT)      (PCT)

                             0      300       53.0        53.0       53.0

                             1      266       47.0        47.0      100.0
                                  -------    -------     -------
                         TOTAL      566      100.0       100.0
```

81.73

E-144

```
DROPOUTS                                                        14 JUL 92     14.17.16.     PAGE   11
FILE    NONAME    (CREATION DATE =  14 JUL 92)

OTHER

      CODE
             I
         0   ******************************** (    300)
             I
             I
         1   *************************** (    266)
             I
             I
             I.........I.........I.........I.........I.........I
             0        100       200       300       400       500
             FREQUENCY

MEAN             .470     STD ERR        .021     MEDIAN           .443
MODE                0     STD DEV        .500     VARIANCE         .250
KURTOSIS       -1.992     SKEWNESS       .121     RANGE           1.000
MINIMUM             0     MAXIMUM       1.000     SUM           266.000
C.V. PCT      106.273     .95 C.I.       .429          TO          .511

VALID CASES       566     MISSING CASES     0
```

81.73

E-145

ATTACHMENT E-7
(Continued, page 31 of 40)

382

383

81.73

```
DROPOUTS                                                              14 JUL 82    10.17.5 .     PAGE   12

FILE    NONAME    (CREATION DATE =  14 JUL 82)

AGE

                                                RELATIVE    ADJUSTED      CUM
                                     ABSOLUTE     FREQ        FREQ        FREQ
CATEGORY LABEL               CODE      FREQ       (PCT)       (PCT)       (PCT)

                                1       190        33.6        33.6        33.6

                                2       376        66.4        66.4       100.0
                                     -------     -------     -------
                            TOTAL       566       100.0       100.0
```

E-146

384

385

ATTACHMENT E-7
(Continued, page 32 of 40)

```
DELPCUTS                                                          14 JUL 82    14.17.14.     PAGE   13

FILE   NCNAME   (CREATION DATE =  14 JUL 82)

AGE

     CODE
          I
        1 ********************** (   190)
          I
          I
        2 ****************************************** (   376)
          I
          I
          I.........I.........I.........I.........I.........I
          0        100       200       300       400       500
          FREQUENCY

MEAN          1.664     STD ERR       .020     MEDIAN       1.747
MODE          2.000     STD DEV       .473     VARIANCE      .223
KURTOSIS     -1.519     SKEWNESS     -.698     RANGE        1.000
MINIMUM       1.000     MAXIMUM      2.000     SUM        942.000
C.V. PCT     28.399     .95 C.I.     1.625     TO           1.703

VALID CASES     566     MISSING CASES     0
```

81.73

E-147

ATTACHMENT E-7
(Continued, page 33 of 40)

```
DROPOUTS                                                           14 JUL 82     14.17.14.     PAGE   14

FILE   NONAME   (CREATION DATE =  14 JUL 82)

SPA77

                        ADJ  CUM                             ADJ  CUM                            ADJ  CUM
        CODE    FREQ    PCT  PCT         CODE     FREQ       PCT  PCT        CODE     FREQ       PCT  PCT

         65       21      5    5          75        23         6   45          85        9         2   91
         66        4      1    6          76        24         6   51          86        3         1   91
         67       11      3    9          77        29         7   58          87        4         1   92
         68       10      2   11          78        32         8   65          88        9         2   94
         69       14      3   14          79        21         5   70          89        5         1   95
         70       19      5   19          80        20         5   75          90        7         2   97
         71       18      4   23          81        14         3   79          91        8         2   99
         72       22      5   28          82        15         4   82          92        2             99
         73       21      5   34          83        15         4   86          93        2            100
         74       25      6   41          84        11         3   89          94        1            100

                                     M I S S I N G   D A T A
        CODE    FREQ                     CODE     FREQ                       CODE     FREQ

        -1.0     150
```

81.73

388

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ATTACHMENT E-7
(Continued, page 34 of 40)

```
DROPOUTS                                                      14 JUL 82    14.17.1[illegible]    PAGE   1[illegible]
FILE   NONAME   (CREATION DATE =  14 JUL 82)

SPA77

     CODE
            I
       65   ****** (     21)
            I
            I
       66   ** (     4)
            I
            I
       67   **** (     11)
            I
            I
       68   **** (     11)
            I
            I
       69   ***** (     14)
            I
            I
       70   ****** (     19)
            I
            I
       71   ****** (     18)
            I
            I
       72   ******* (     22)
            I
            I
       73   ****** (     21)
            I
            I
       74   ******* (     25)
            I
            I
       75   ******* (     23)
            I
            I
       76   ******* (     24)
            I
            I
       77   ******** (     29)
            I
            I
       78   ********** (     32)
            I
            I
       79   ****** (     21)
            I
            I
```

```
DROPOUTS                                                    14 JUL 82    13.17.16.     PAGE   1

FILE    NONAME    (CREATION DATE =  14 JUL 82)
       80  ****** (     20)
           I
           I
       81  ***** (     16)
           I
           I
       82  ***** (     15)
           I
           I
       83  ***** (     15)
           I
           I
       84  **** (     11)
           I
           I
       85  *** (      9)
           I
           I
       86  ** (      5)
           I
           I
       87  ** (      4)
           I
           I
       88  *** (      8)
           I
           I
       89  ** (      5)
           I
           I
       90  *** (      7)
           I
           I
       91  *** (      8)
           I
           I
       92  ** (      3)
           I
           I
       93  ** (      2)
           I
           I
       94  * (      1)
           I
           I
   (HILO)  ****************************************** (    150)
           I
           I
           I.........I.........I.........I.........I.........I
           0        40        80       120       160       200
           FREQUENCY
```

81.73

ATTACHMENT E-7
(Continued, page 36 of 40)

```
FILE    NONAME   (CREATION DATE =  14 JUL 82)

MEAN            76.531      STD ERR           .322      MEDIAN          76.333
MODE            78.000      STD DEV          6.558      VARIANCE        43.006
KURTOSIS         -.291      SKEWNESS          .343      RANGE           29.000
MINIMUM         65.000      MAXIMUM         94.000      SUM          31837.000
C.V. PCT         8.569      .95 C.I.        75.899               TO     77.163

VALID CASES       416       MISSING CASES    150
```

81.73

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ATTACHMENT E-7
(Continued, page 37 of 40)

```
DROPOUTS                                                      14 JUL 82     14.17.16.      PAGE   18

FILE    NONAME    (CREATION DATE =  14 JUL 82)

ISA77

                                          RELATIVE    ADJUSTED      CUM
                                ABSOLUTE    FREQ        FREQ        FREQ
CATEGORY LABEL          CODE      FREQ      (PCT)       (PCT)       (PCT)

                           0       459       81.1        81.1        81.1

                           1        57       10.1        10.1        91.2

                           2        19        3.4         3.4        94.5

                           3        12        2.1         2.1        96.6

                           4         5         .9          .9        97.5

                           5         2         .4          .4        97.9

                           6         2         .4          .4        98.2

                           7         2         .4          .4        98.6

                           8         3         .5          .5        99.1

                          10         3         .5          .5        99.6

                          13         1         .2          .2        99.8

                          15         1         .2          .2       100.0
                                  -------    -------     -------
                       TOTAL       566      100.0       100.0
```

81.73

E-152

397

396

ATTACHMENT E-7
(Continued, page 38 of 40)

81.73

E-153

```
DROPOUTS                                                          14 JUL 82    14.17.15.     PAGE   19

FILE   NONAME    (CREATION DATE =  14 JUL 82)

 SAT7

     CODE
             I
        0    *************************************************  (      459)
             I
             I
        1    *******  (      57)
             I
             I
        2    ***  (      19)
             I
             I
        3    **  (      12)
             I
             I
        4    **  (       5)
             I
             I
        5    *  (       2)
             I
             I
        6    *  (       2)
             I
             I
        7    *  (       2)
             I
             I
        8    *  (       3)
             I
             I
       10    *  (       3)
             I
             I
       13    *  (       1)
             I
             I
       15    *  (       1)
             I
             I
             I.........I.........I.........I.........I.........I
             0        100       200       300       400       500
             FREQUENCY

MEAN              .475      STD ERR          .[illegible]    MEDIAN           .1[illegible]
MODE                 0      STD DEV         1.514      VARIANCE        [illegible]
KURTOSIS        34.586      SKEWNESS        5.32[illegible]      RANGE           15.[illegible]
MINIMUM              0      MAXIMUM        15.000      SUM             [illegible]
C.V. PCT       319.0[illegible]      .95 C.I.         .350              TO    .[illegible]

VALID CASES        566      MISSING CASES       0
```

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399

ATTACHMENT E-7
(Continued, Page 39 of 40)

81.73

```
CPU TIME REQUIRED..     15.5350 SECONDS

                    FINISH

TOTAL CPU TIME USED..     15.7320 SECONDS


RUN COMPLETED

NUMBER OF CONTROL CARDS READ  36
NUMBER OF ERRORS DETECTED      0
```

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400

401

ATTACHMENT E-7
(Continued, page 40 of 40)

81.73

ATTACHMENT E-8

CROSSTABS DATA:

1) REASON FOR DROPPING BY DROPOUT STATUS
2) ETHNICITY BY DROP STATUS BY AGE BY SEX
3) ETHNICITY BY DROP STATUS BY LEP STATUS

```
                                                                   18 JUN 82    12.35.29.     PAGE    1
      ****************************************
      *          COMPUTATION CENTER          *
      *    UNIVERSITY OF TEXAS AT AUSTIN     *
      ****************************************

      S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

      CDC 6000/CYBER 70 VERSION 8.0  -  INSTALLED 27 AUGUST 80

                PAGESIZE        EJECT
                RUN NAME        WHO DROPPED OUT ?
                VARIABLE LIST   SEX,ETHNIC,SCH78,GRADE78,REAS78,SCH79,GRADE79,REAS79,SCH80,
                                GRADE80,REAS80,SCH81,GRADE81,REAS81,LEP,DESEG,DROP
                INPUT MEDIUM    DISK
                N OF CASES      UNKNOWN
                INPUT FORMAT    (T41,2F1.0,T47,F3.0,T56,A2,T58,F2.0,T90,F3.0,T99,A2,
                                T101,F2.0/T13,F3.0,T22,A2,T24,T101,F2.0,T55,F3.0,T65,A2,T67,F2.0
                                ,T99,2F1.0//T111,F1.0)

               ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

               VARIABLE  FORMAT  RECORD    COLUMNS

               SEX        F 1. 0       1     41-   41
               ETHNIC     F 1. 0       1     42-   42
               SCH78      F 3. 0       1     47-   49
               GRADE78      A 2        1     56-   57
               REAS78     F 2. 0       1     58-   59
               SCH79      F 3. 0       1     90-   92
               GRADE79      A 2        1     99-  100
               REAS79     F 2. 0       1    101-  102
               SCH80      F 3. 0       2     13-   15
               GRADE80      A 2        2     22-   23
               REAS80     F 2. 0       2    101-  102
               SCH81      F 3. 0       2     55-   57
               GRADE81      A 2        2     65-   66
               REAS81     F 2. 0       2     67-   68
               LEP        F 1. 0       2     99-   99
               DESEG      F 1. 0       2    100-  100
               DROP       F 1. 0       4    111-  111

   THE INPUT FORMAT PROVIDES FOR  17 VARIABLES.   17 WILL BE READ.
   IT PROVIDES FOR  4 RECORDS (*CARDS*) PER CASE.
   A MAXIMUM OF   111 *COLUMNS* ARE USED ON A RECORD.

                RECODE          GRADE78,GRADE79,GRADE80,GRADE81('1'=1)('2'=2)('3'=3)('4'=4)
```

81.73

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ATTACHMENT E-8
(Page 1 of 33)

```
                                        ('5'=5)('6'=6)('7'=7)('8'=8)('9'=9)('10'=10)('11'=11)('12'=12)
                                        ('GR'=13)('S'=0)
                                        DROP(BLANK=5)
                       VALUE LABELS     DROP (0)TRANSFER (1)DROPOUT (2)OTHER (3)LANIER (4)UNKNOWN
                                        (5) STAY-IN
                       MISSING VALUES   SEX,ETHNIC(BLANK)/GRADE78,GRADE79,GRADE80,GRADE81(0,BLANK)
                                        SCH78,SCH79,SCH80,SCH81(0,BLANK)
                                        REAS78,REAS79,REAS80,REAS81(0,BLANK)/LEP,DESEG(BLANK)
                       CROSSTABS        VARIABLES=REAS78,REAS79,REAS80,REAS81(0,37)DROP(0,5)
                                        GRADE78,GRADE79,GRADE80,GRADE81(0,13)ETHNIC(1,5)LEP(0,2)
                                        DESEG(0,1)SCH78,SCH79,SCH80,SCH81(0,200)/
                                        TABLES=REAS78,REAS79,REAS80,REAS81 BY DROP/GRADE78,GRADE79,
                                        GRADE80,GRADE81 BY DROP BY ETHNIC/ETHNIC BY DROP BY LEP/
                                        ETHNIC BY DROP BY DESEG/SCH78,SCH79,SCH80,SCH81 BY DROP/
                       OPTIONS          7
                       STATISTICS       2,4,5

OPTION 7 IGNORED (ILLEGAL WHEN BLANKS DECLARED AS MISSING VALUES)
--- SUGGEST RECODING BLANKS IN ORDER TO USE OPTION 7 ---

            00067400 CM NEEDED FOR CROSSTABS


END OF FILE ON FILE LEAVERS
AFTER READING    4829 CASES FROM SUBFILE NONAME

-- WARNING -- NON-INTEGER VALUES FOUND IN FOLLOWING VARIABLES
              HAVE BEEN TRUNCATED TO INTEGERS ..
              (NOTE MISSING-VALUE SCREEN OCCURS BEFORE TRUNCATION, NOT AFTER)

    GRADE78    GRADE79    GRADE80    GRADE81
```

81.73

ATTACHMENT E-8
(Continued, page 2 of 33)

```
WHO DROPPED OUT ?                                                        18 JUN 82    12.35.29.     PAGE    3

FILE   NONAME   (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
    REAS78                                                      BY  DROP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  3

                     DROP
             COUNT  I
           ROW PCT  ITRANSFER DROPOUT  OTHER     LANIER    UNKNOWN  STAY-IN     ROW
           COL PCT  I                                                          TOTAL
           TOT PCT  I      0  I      1  I      2  I      3  I      4  I      5  I
REAS78      --------I---------I---------I---------I---------I---------I---------I
                1   I   122   I     76  I      3  I     27  I     15  I     36  I    279
                    I  43.7   I   27.2  I    1.1  I    9.7  I    5.4  I   12.9  I   42.9
                    I  64.2   I   38.6  I   27.3  I   42.2  I   41.7  I   23.5  I
                    I  18.7   I   11.7  I     .5  I    4.1  I    2.3  I    5.5  I
                   -I---------I---------I---------I---------I---------I---------I
                2   I    29   I     58  I      2  I     18  I     13  I     83  I    203
                    I  14.3   I   28.6  I    1.0  I    8.9  I    6.4  I   40.9  I   31.2
                    I  15.3   I   29.4  I   18.2  I   28.1  I   36.1  I   54.2  I
                    I   4.5   I    8.9  I     .3  I    2.8  I    2.0  I   12.7  I
                   -I---------I---------I---------I---------I---------I---------I
                3   I     1   I      8  I      0  I      0  I      1  I      2  I     12
                    I   8.3   I   66.7  I      0  I      0  I    8.3  I   16.7  I    1.8
                    I    .5   I    4.1  I      0  I      0  I    2.8  I    1.3  I
                    I    .2   I    1.2  I      0  I      0  I     .2  I     .3  I
                   -I---------I---------I---------I---------I---------I---------I
                6   I     1   I      0  I      0  I      0  I      0  I      4  I      5
                    I  20.0   I      0  I      0  I      0  I      0  I   80.0  I     .8
                    I    .5   I      0  I      0  I      0  I      0  I    2.6  I
                    I    .2   I      0  I      0  I      0  I      0  I     .6  I
                   -I---------I---------I---------I---------I---------I---------I
                8   I     0   I      1  I      0  I      0  I      0  I      0  I      1
                    I     0   I  100.0  I      0  I      0  I      0  I      0  I     .2
                    I     0   I     .5  I      0  I      0  I      0  I      0  I
                    I     0   I     .2  I      0  I      0  I      0  I      0  I
                   -I---------I---------I---------I---------I---------I---------I
                9   I     1   I      0  I      1  I      0  I      0  I      2  I      4
                    I  25.0   I      0  I   25.0  I      0  I      0  I   50.0  I     .6
                    I    .5   I      0  I    9.1  I      0  I      0  I    1.3  I
                    I    .2   I      0  I     .2  I      0  I      0  I     .3  I
                   -I---------I---------I---------I---------I---------I---------I
               10   I     3   I      2  I      0  I      0  I      1  I      1  I      7
                    I  42.9   I   28.6  I      0  I      0  I   14.3  I   14.3  I    1.1
                    I   1.6   I    1.0  I      0  I      0  I    2.8  I     .7  I
                    I    .5   I     .3  I      0  I      0  I     .2  I     .2  I
                   -I---------I---------I---------I---------I---------I---------I
               12   I     0   I      0  I      0  I      0  I      1  I      0  I      1
                    I     0   I      0  I      0  I      0  I  100.0  I      0  I     .2
                    I     0   I      0  I      0  I      0  I    2.8  I      0  I
                    I     0   I      0  I      0  I      0  I     .2  I      0  I
                   -I---------I---------I---------I---------I---------I---------I
            COLUMN      190       197        11        64        36       153      651
             TOTAL     29.2      30.3       1.7       9.8       5.5      23.5    100.0
(CONTINUED)
```

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407

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ATTACHMENT E-8
(Continued, page 3 of 33)

```
WHO DROPPED OUT ?                                                      19 JUN 82     12.35.29.     PAGE    4

FILE    NONAME    (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    REAS78                                                   BY  DROP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  2 OF  3

                      DROP
              COUNT  I
            ROW PCT  ITRANSFER DROPOUT  OTHER     LANIER    UNKNOWN  STAY-IN     ROW
            COL PCT  I                                                           TOTAL
            TOT PCT  I     0   I     1   I     2   I     3   I     4   I     5   I
REAS78      ---------I---------I---------I---------I---------I---------I---------I
                 14  I     6   I     6   I     1   I     0   I     1   I     1   I    15
                     I  40.0   I  40.0   I   6.7   I     0   I   6.7   I   6.7   I   2.3
                     I   3.2   I   3.0   I   9.1   I     0   I   2.8   I    .7   I
                     I    .9   I    .9   I    .2   I     0   I    .2   I    .2   I
                    -I---------I---------I---------I---------I---------I---------I
                 15  I     1   I     4   I     0   I     0   I     0   I     0   I     5
                     I  20.0   I  80.0   I     0   I     0   I     0   I     0   I    .8
                     I    .5   I   2.0   I     0   I     0   I     0   I     0   I
                     I    .2   I    .6   I     0   I     0   I     0   I     0   I
                    -I---------I---------I---------I---------I---------I---------I
                 16  I     0   I     2   I     0   I     0   I     0   I     0   I     2
                     I     0   I 100.0   I     0   I     0   I     0   I     0   I    .3
                     I     0   I   1.0   I     0   I     0   I     0   I     0   I
                     I     0   I    .3   I     0   I     0   I     0   I     0   I
                    -I---------I---------I---------I---------I---------I---------I
                 19  I     0   I     0   I     0   I     1   I     0   I     0   I     1
                     I     0   I     0   I     0   I 100.0   I     0   I     0   I    .2
                     I     0   I     0   I     0   I   1.6   I     0   I     0   I
                     I     0   I     0   I     0   I    .2   I     0   I     0   I
                    -I---------I---------I---------I---------I---------I---------I
                 20  I     3   I     9   I     0   I     2   I     1   I     3   I    18
                     I  16.7   I  50.0   I     0   I  11.1   I   5.6   I  16.7   I   2.8
                     I   1.6   I   4.6   I     0   I   3.1   I   2.8   I   2.0   I
                     I    .5   I   1.4   I     0   I    .3   I    .2   I    .5   I
                    -I---------I---------I---------I---------I---------I---------I
                 21  I     5   I     5   I     0   I     7   I     0   I     2   I    19
                     I  26.3   I  26.3   I     0   I  36.8   I     0   I  10.5   I   2.9
                     I   2.6   I   2.5   I     0   I  10.9   I     0   I   1.3   I
                     I    .8   I    .8   I     0   I   1.1   I     0   I    .3   I
                    -I---------I---------I---------I---------I---------I---------I
                 22  I     0   I     1   I     1   I     0   I     0   I     0   I     2
                     I     0   I  50.0   I  50.0   I     0   I     0   I     0   I    .3
                     I     0   I    .5   I   9.1   I     0   I     0   I     0   I
                     I     0   I    .2   I    .2   I     0   I     0   I     0   I
                    -I---------I---------I---------I---------I---------I---------I
                 23  I     0   I     0   I     0   I     0   I     0   I     1   I     1
                     I     0   I     0   I     0   I     0   I     0   I 100.0   I    .2
                     I     0   I     0   I     0   I     0   I     0   I    .7   I
                     I     0   I     0   I     0   I     0   I     0   I    .2   I
                    -I---------I---------I---------I---------I---------I---------I
             COLUMN        190       197        11        64        36       153       651
              TOTAL       29.2      30.3       1.7       9.8       5.5      23.5     100.0
(CONTINUED)
```

81.73

E-159

ATTACHMENT E-8
(Continued, page 4 of 33)

```
WHO DROPPED OUT ?                                                        18 JUN 82    12.35.29.     PAGE    5

FILE     NONAME    (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
     REAS78                                                    BY  DROP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  3 OF  3

                  DROP
           COUNT  I
          ROW PCT ITRANSFER DROPOUT  OTHER     LANIER    UNKNOWN   STAY-IN     ROW
          COL PCT I                                                          TOTAL
          TOT PCT I     0   I     1   I     2   I     3   I     4   I     5   I
REAS78    --------I---------I---------I---------I---------I---------I---------I
              24  I     0   I     3   I     1   I     0   I     0   I     2   I     6
                  I     0   I  50.0   I  16.7   I     0   I     0   I  33.3   I    .9
                  I     0   I   1.5   I   9.1   I     0   I     0   I   1.3   I
                  I     0   I    .5   I    .2   I     0   I     0   I    .3   I
                 -I---------I---------I---------I---------I---------I---------I
              25  I     8   I     8   I     2   I     3   I     1   I     1   I    23
                  I  34.8   I  34.8   I   8.7   I  13.0   I   4.3   I   4.3   I   3.5
                  I   4.2   I   4.1   I  18.2   I   4.7   I   2.8   I    .7   I
                  I   1.2   I   1.2   I    .3   I    .5   I    .2   I    .2   I
                 -I---------I---------I---------I---------I---------I---------I
              27  I     2   I     2   I     0   I     0   I     0   I     1   I     5
                  I  40.0   I  40.0   I     0   I     0   I     0   I  20.0   I    .8
                  I   1.1   I   1.0   I     0   I     0   I     0   I    .7   I
                  I    .3   I    .3   I     0   I     0   I     0   I    .2   I
                 -I---------I---------I---------I---------I---------I---------I
              30  I     1   I     0   I     0   I     0   I     0   I     0   I     1
                  I 100.0   I     0   I     0   I     0   I     0   I     0   I    .2
                  I    .5   I     0   I     0   I     0   I     0   I     0   I
                  I    .2   I     0   I     0   I     0   I     0   I     0   I
                 -I---------I---------I---------I---------I---------I---------I
              31  I     3   I     6   I     0   I     5   I     0   I     9   I    23
                  I  13.0   I  26.1   I     0   I  21.7   I     0   I  39.1   I   3.5
                  I   1.6   I   3.0   I     0   I   7.8   I     0   I   5.9   I
                  I    .5   I    .9   I     0   I    .8   I     0   I   1.4   I
                 -I---------I---------I---------I---------I---------I---------I
              35  I     4   I     6   I     0   I     1   I     2   I     5   I    18
                  I  22.2   I  33.3   I     0   I   5.6   I  11.1   I  27.8   I   2.8
                  I   2.1   I   3.0   I     0   I   1.6   I   5.6   I   3.3   I
                  I    .6   I    .9   I     0   I    .2   I    .3   I    .8   I
                 -I---------I---------I---------I---------I---------I---------I
           COLUMN     190       197        11        64        36       153       651
            TOTAL    29.2      30.3       1.7       9.8       5.5      23.5     100.0

CRAMER'S V =    .27815
LAMBDA (ASYMMETRIC) =   .12634 WITH REAS78   DEPENDENT.          =   .19163 WITH DROP     DEPENDENT.
LAMBDA (SYMMETRIC) =   .16223
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =   .08900 WITH REAS78   DEPENDENT.          =   .10230 WITH DROP     DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =   .09519

NUMBER OF MISSING OBSERVATIONS =    4178
```

81.73

E-160

AT

ATTACHMENT E-8
(Continued, page 5 of 33)

```
WHO DROPPED OUT ?                                                        18 JUN 82    12.35.29.    PAGE    6

FILE    NONAME    (CREATION DATE =  18 JUN 82)

ALL CASES WERE MISSING OR THE VALUE LIMITS GIVEN IN THE VARIABLES LIST
WERE CONSISTENTLY EXCEEDED FOR THE TABLE INVOLVING..
REAS79    DROP
```

81.73

E-161

ATTACHMENT E-8
(Continued, page 6 of 33)

413

414

```
WHO DROPPED OUT ?                                                               18 JUN 82    12.35.29.     PAGE     7

FILE    NONAME    (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
     REAS80                                                     BY  DROP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                         DROP
               COUNT   I
               ROW PCT ITRANSFER DROPOUT  OTHER    LANIER   UNKNOWN  STAY-IN    ROW
               COL PCT I                                                      TOTAL
               TOT PCT I     0  I     1  I     2  I     3  I     4  I     5  I
REAS80         --------I--------I--------I--------I--------I--------I--------I
                   2   I     2  I     7  I     0  I     0  I     0  I     9  I     18
                       I  11.1  I  38.9  I     0  I     0  I     0  I  50.0  I     .5
                       I    .6  I   1.9  I     0  I     0  I     0  I    .3  I
                       I    .1  I    .2  I     0  I     0  I     0  I    .2  I
                      -I--------I--------I--------I--------I--------I--------I
                   3   I    31  I    83  I     7  I    11  I    10  I   252  I    394
                       I   7.9  I  21.1  I   1.8  I   2.8  I   2.5  I  64.0  I   10.7
                       I   8.7  I  22.2  I  38.9  I   9.7  I  15.6  I   9.2  I
                       I    .8  I   2.3  I    .2  I    .3  I    .3  I   6.8  I
                      -I--------I--------I--------I--------I--------I--------I
                   4   I   131  I   166  I     6  I    42  I    29  I   943  I   1317
                       I   9.9  I  12.6  I    .5  I   3.2  I   2.2  I  71.6  I   35.8
                       I  36.8  I  44.4  I  33.3  I  37.2  I  45.3  I  34.2  I
                       I   3.6  I   4.5  I    .2  I   1.1  I    .8  I  25.6  I
                      -I--------I--------I--------I--------I--------I--------I
                   5   I   142  I    96  I     2  I    38  I    18  I  1001  I   1297
                       I  10.9  I   7.4  I    .2  I   2.9  I   1.4  I  77.2  I   35.3
                       I  39.9  I  25.7  I  11.1  I  33.6  I  28.1  I  36.3  I
                       I   3.9  I   2.6  I    .1  I   1.0  I    .5  I  27.2  I
                      -I--------I--------I--------I--------I--------I--------I
                   6   I    42  I    21  I     3  I    20  I     6  I   483  I    575
                       I   7.3  I   3.7  I    .5  I   3.5  I   1.0  I  84.0  I   15.6
                       I  11.8  I   5.6  I  16.7  I  17.7  I   9.4  I  17.5  I
                       I   1.1  I    .6  I    .1  I    .5  I    .2  I  13.1  I
                      -I--------I--------I--------I--------I--------I--------I
                   7   I     8  I     1  I     0  I     2  I     1  I    66  I     78
                       I  10.3  I   1.3  I     0  I   2.6  I   1.3  I  84.6  I    2.1
                       I   2.2  I    .3  I     0  I   1.8  I   1.6  I   2.4  I
                       I    .2  I    .0  I     0  I    .1  I    .0  I   1.8  I
                      -I--------I--------I--------I--------I--------I--------I
              COLUMN        356      374       18      113       64     2754     3679
               TOTAL        9.7     10.2       .5      3.1      1.7     74.9    100.0

CRAMER'S V =    .09242
LAMBDA (ASYMMETRIC) =    .02964 WITH REAS80    DEPENDENT.          =          0 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =    .02130
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .01482 WITH REAS80    DEPENDENT.          =    .02314 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    .01807

NUMBER OF MISSING OBSERVATIONS =     1150
```

ATTACHMENT E-8
(Continued, page 7 of 33)

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WHO DROPPED OUT ?                                                          18 JUN 82    12.35.29.    PAGE    8

FILE    NONAME    (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * *    C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
     REAS81                                                     BY  DROP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  3

                      DROP
             COUNT   I
           ROW PCT   ITRANSFER DROPOUT   OTHER     UNKNOWN   STAY-IN      ROW
           COL PCT   I                                                   TOTAL
           TOT PCT   I       0  I       1  I       2  I       4  I       5  I
REAS81       --------I---------I---------I---------I---------I---------I
                  1  I       0  I       0  I       1  I       0  I      21  I     22
                     I       0  I       0  I     4.5  I       0  I    95.5  I   10.2
                     I       0  I       0  I    50.0  I       0  I    10.2  I
                     I       0  I       0  I      .5  I       0  I     9.8  I
                    -I---------I---------I---------I---------I---------I
                  2  I       1  I       3  I       0  I       3  I      27  I     34
                     I     2.9  I     8.8  I       0  I     8.8  I    79.4  I   15.8
                     I   100.0  I    75.0  I       0  I   100.0  I    13.2  I
                     I      .5  I     1.4  I       0  I     1.4  I    12.6  I
                    -I---------I---------I---------I---------I---------I
                  3  I       0  I       0  I       0  I       0  I      20  I     20
                     I       0  I       0  I       0  I       0  I   100.0  I    9.3
                     I       0  I       0  I       0  I       0  I     9.8  I
                     I       0  I       0  I       0  I       0  I     9.3  I
                    -I---------I---------I---------I---------I---------I
                  6  I       0  I       0  I       0  I       0  I       1  I      1
                     I       0  I       0  I       0  I       0  I   100.0  I     .5
                     I       0  I       0  I       0  I       0  I      .5  I
                     I       0  I       0  I       0  I       0  I      .5  I
                    -I---------I---------I---------I---------I---------I
                  9  I       0  I       0  I       0  I       0  I       5  I      5
                     I       0  I       0  I       0  I       0  I   100.0  I    2.3
                     I       0  I       0  I       0  I       0  I     2.4  I
                     I       0  I       0  I       0  I       0  I     2.3  I
                    -I---------I---------I---------I---------I---------I
                 14  I       0  I       1  I       0  I       0  I      21  I     22
                     I       0  I     4.5  I       0  I       0  I    95.5  I   10.2
                     I       0  I    25.0  I       0  I       0  I    10.2  I
                     I       0  I      .5  I       0  I       0  I     9.8  I
                    -I---------I---------I---------I---------I---------I
                 15  I       0  I       0  I       0  I       0  I       1  I      1
                     I       0  I       0  I       0  I       0  I   100.0  I     .5
                     I       0  I       0  I       0  I       0  I      .5  I
                     I       0  I       0  I       0  I       0  I      .5  I
                    -I---------I---------I---------I---------I---------I
                 16  I       0  I       0  I       0  I       0  I       1  I      1
                     I       0  I       0  I       0  I       0  I   100.0  I     .5
                     I       0  I       0  I       0  I       0  I      .5  I
                     I       0  I       0  I       0  I       0  I      .5  I
                    -I---------I---------I---------I---------I---------I
             COLUMN          1          4          2          3        205       215
             TOTAL          .5        1.9         .9        1.4       95.3     100.0
(CONTINUED)
```

81.73

E-163

ATTACHMENT E-8
(Continued, page 8 of 33)

G

```
WHO DROPPEC OUT ?                                                              18 JUN 82    12.35.29.     PAGE    9

FILE    NONAME    (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    REAS81                                                   BY  DROP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  2 OF  3

                   DROP
           COUNT  I
         ROW PCT  ITRANSFER DROPOUT  OTHER     UNKNOWN  STAY-IN     ROW
         COL PCT  I                                                 TOTAL
         TOT PCT  I      0  I      1  I      2  I      4  I      5  I
REAS81   --------I--------I--------I--------I--------I--------I
              19  I      0  I      0  I      0  I      0  I      1  I      1
                  I      0  I      0  I      0  I      0  I  100.0  I     .5
                  I      0  I      0  I      0  I      0  I     .5  I
                  I      0  I      0  I      0  I      0  I     .5  I
                 -I--------I--------I--------I--------I--------I
              20  I      0  I      0  I      1  I      0  I     54  I     55
                  I      0  I      0  I    1.8  I      0  I   98.2  I   25.6
                  I      0  I      0  I   50.0  I      0  I   26.3  I
                  I      0  I      0  I     .5  I      0  I   25.1  I
                 -I--------I--------I--------I--------I--------I
              21  I      0  I      0  I      0  I      0  I     17  I     17
                  I      0  I      0  I      0  I      0  I  100.0  I    7.9
                  I      0  I      0  I      0  I      0  I    8.3  I
                  I      0  I      0  I      0  I      0  I    7.9  I
                 -I--------I--------I--------I--------I--------I
              22  I      0  I      0  I      0  I      0  I      1  I      1
                  I      0  I      0  I      0  I      0  I  100.0  I     .5
                  I      0  I      0  I      0  I      0  I     .5  I
                  I      0  I      0  I      0  I      0  I     .5  I
                 -I--------I--------I--------I--------I--------I
              24  I      0  I      0  I      0  I      0  I      2  I      2
                  I      0  I      0  I      0  I      0  I  100.0  I     .9
                  I      0  I      0  I      0  I      0  I    1.0  I
                  I      0  I      0  I      0  I      0  I     .9  I
                 -I--------I--------I--------I--------I--------I
              25  I      0  I      0  I      0  I      0  I      8  I      8
                  I      0  I      0  I      0  I      0  I  100.0  I    3.7
                  I      0  I      0  I      0  I      0  I    3.9  I
                  I      0  I      0  I      0  I      0  I    3.7  I
                 -I--------I--------I--------I--------I--------I
              29  I      0  I      0  I      0  I      0  I      1  I      1
                  I      0  I      0  I      0  I      0  I  100.0  I     .5
                  I      0  I      0  I      0  I      0  I     .5  I
                  I      0  I      0  I      0  I      0  I     .5  I
                 -I--------I--------I--------I--------I--------I
              31  I      0  I      0  I      0  I      0  I     15  I     15
                  I      0  I      0  I      0  I      0  I  100.0  I    7.0
                  I      0  I      0  I      0  I      0  I    7.3  I
                  I      0  I      0  I      0  I      0  I    7.0  I
                 -I--------I--------I--------I--------I--------I
          COLUMN         1         4         2         3       205      215
           TOTAL        .5       1.9        .9       1.4      95.3    100.0
(CONTINUED)
```

81.73

```
WHO DROPPED OUT ?                                                      18 JUN 82    12.35.29.     PAGE   10

FILE    NONAME    (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    REAS81                                                          BY  DROP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  3 OF  3

                    DROP
            COUNT  I
            ROW PCT ITRANSFER DROPOUT  OTHER     UNKNOWN  STAY-IN     ROW
            COL PCT I                                                TOTAL
            TOT PCT I      0  I      1  I      2  I      4  I      5  I
REAS81      --------I---------I---------I---------I---------I---------I
                34  I      0  I      0  I      0  I      0  I      9  I      9
                    I      0  I      0  I      0  I      0  I  100.0  I    4.2
                    I      0  I      0  I      0  I      0  I    4.4  I
                    I      0  I      0  I      0  I      0  I    4.2  I
                   -I---------I---------I---------I---------I---------I
            COLUMN         1         4         2         3       205       215
             TOTAL        .5       1.9        .9       1.4      95.3     100.0

CRAMER'S V =    .21552
LAMBDA (ASYMMETRIC) =    .04375 WITH REAS81    DEPENDENT.           =         0 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =    .04118
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .03264 WITH REAS81    DEPENDENT.            =   .29660 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    .05881

NUMBER OF MISSING OBSERVATIONS =     4614
```

E-165

ATTACHMENT E-8
(Continued, page 10 of 33)

81.73

```
WHO DROPPED OUT ?                                                                   18 JUN 82    12.35.29.    PAGE   11

FILE   NONAME   (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    GRADE78                                                            BY  DROP
CONTROLLING FOR..
    ETHNIC                                                             VALUE..      1
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    DROP
            COUNT  I
          ROW PCT  ISTAY-IN     ROW
          COL PCT  I            TOTAL
          TOT PCT  I       5  I
GRADE78   ---------I---------I
               10  I       1  I       1
                   I  100.0   I  100.0
                   I  100.0   I
                   I  100.0   I
                  -I---------I
          COLUMN           1          1
           TOTAL       100.0      100.0

NO STATISTICS ARE COMPUTED -
   TABLE HAS ONE COLUMN.
   TABLE HAS ONE ROW.
```

ATTACHMENT E-8
(Continued, page 11 of 33)

81.73

```
WHO DROPPED OUT ?                                                              18 JUN 82    12.35.29.     PAGE   12

FILE   NONAME   (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * * *
     GRADE78                                                        BY  DROP
CONTROLLING FOR..
     ETHNIC                                                         VALUE..     2
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                      DROP
             COUNT  I
           ROW PCT  IDROPOUT   OTHER     LANIER   STAY-IN     ROW
           COL PCT  I                                         TOTAL
           TOT PCT  I      1  I      2  I      3  I      5  I
GRADE78    --------I---------I---------I---------I---------I
                10  I      1  I      1  I      1  I     43  I     46
                    I    2.2  I    2.2  I    2.2  I   93.5  I  100.0
                    I  100.0  I  100.0  I  100.0  I  100.0  I
                    I    2.2  I    2.2  I    2.2  I   93.5  I
                   -I---------I---------I---------I---------I
            COLUMN         1         1         1        43       46
             TOTAL       2.2       2.2       2.2      93.5    100.0

NO STATISTICS ARE COMPUTED -
   TABLE HAS ONE ROW.
```

E-157

ATTACHMENT E-8
(Continued, page 12 of 33)

```
WHO DROPPED OUT ?                                                              18 JUN 82    12.35.29.     PAGE   13

FILE   ACNAME   (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    GRADE78                                                  BY  DROP
CONTROLLING FOR..
    ETHNIC                                                   VALUE..     3
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                        DROP
              COUNT   I
              ROW PCT ITRANSFER STAY-IN     ROW
              COL PCT I                     TOTAL
              TOT PCT I      0  I      5  I
GRADE78       --------I---------I---------I
                   10 I      2  I      3  I       5
                      I   40.0  I   60.0  I   100.0
                      I  100.0  I  100.0  I
                      I   40.0  I   60.0  I
                     -I---------I---------I
              COLUMN         2         3          5
               TOTAL      40.0      60.0      100.0

NO STATISTICS ARE COMPUTED -
   TABLE HAS ONE ROW.
```

```
WHO DROPPED OUT ?                                                      14 JUN 82    12.35.29.     PAGE   14

FILE   NCHAPE   (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * * *
    GRADE78                                                         BY  DROP
CONTROLLING FOR..
    ETHNIC                                                          VALUE..     4
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                DROP
        COUNT  I
       ROW PCT ITRANSFER DROPOUT  OTHER     LANIER   UNKNOWN  STAY-IN     ROW
       COL PCT I                                                         TOTAL
       TOT PCT I       0 I       1 I       2 I       3 I       4 I       5 I
GRADE78 --------I--------I--------I--------I--------I--------I--------I
            10 I       1 I       2 I       2 I       1 I       1 I      24 I      31
               I     3.2 I     6.5 I     6.5 I     3.2 I     3.2 I    77.4 I   100.0
               I   100.0 I   100.0 I   100.0 I   100.0 I   100.0 I   100.0 I
               I     3.2 I     6.5 I     6.5 I     3.2 I     3.2 I    77.4 I
               -I--------I--------I--------I--------I--------I--------I
         COLUMN        1         2         2         1         1        24        31
         TOTAL       3.2       6.5       6.5       3.2       3.2      77.4     100.0

NO STATISTICS ARE COMPUTED -
  TABLE HAS ONE ROW.
```

81.73

E-169

ATTACHMENT E-8
(Continued, page 14 of 33)

```
WHO DROPPED OUT ?                                                       18 JUN 82    12.35.29.     PAGE   15

FILE    NONAME    (CREATION DATE =  18 JUN 82)
- - - - - - - - - - - - - - - - - - - - -   C R O S S T A B U L A T I O N   O F   - - - - - - - - - - - - - - - - - - - -
   GRADE78                                                      BY  DROP
CONTROLLING FOR..
   ETHNIC                                                       VALUE..     5
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *   PAGE  1 OF  1

                    DROP
           COUNT  I
         ROW PCT  ITRANSFER DROPOUT  LANIER   UNKNOWN  STAY-IN    ROW
         COL PCT  I                                               TOTAL
         TOT PCT  I     0  I      1  I     3  I     4  I     5  I
GRADE78  --------I--------I--------I--------I--------I--------I
              10  I    33  I    12  I     9  I     2  I   196  I   252
                  I  13.1  I   4.8  I   3.6  I    .8  I  77.8  I  99.6
                  I 100.0  I 100.0  I 100.0  I 100.0  I  99.5  I
                  I  13.0  I   4.7  I   3.6  I    .8  I  77.5  I
                 -I--------I--------I--------I--------I--------I
              13  I     0  I     0  I     0  I     0  I     1  I     1
                  I     0  I     0  I     0  I     0  I 100.0  I    .4
                  I     0  I     0  I     0  I     0  I    .5  I
                  I     0  I     0  I     0  I     0  I    .4  I
                 -I--------I--------I--------I--------I--------I
          COLUMN       33       12         9        2      197      253
           TOTAL     13.0      4.7       3.6       .8     77.9    100.0

CRAMER'S V =    .03359
LAMBDA (ASYMMETRIC) =          0 WITH GRADE78  DEPENDENT.           =         0 WITH DROP     DEPENDENT.
LAMBDA (SYMMETRIC) =         0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .03839 WITH GRADE78  DEPENDENT.          =   .00130 WITH DROP     DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    .00252

NUMBER OF MISSING OBSERVATIONS =     4493
```

ATTACHMENT E-8
(Continued, page 15 of 33)

```
WHO DROPPED OUT ?                                                          18 JUN 82    12.35.29.     PAGE   16

FILE    AONAME    (CREATION DATE =  18 JUN 82)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
      GRADE79                                                  BY  DROP
CONTROLLING FOR..
      ETHNIC                                                   VALUE..     1
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                        DROP
               COUNT  I
             ROW PCT  ILANIER    STAY-IN      ROW
             COL PCT  I                      TOTAL
             TOT PCT  I      3  I      5  I
GRADE79      --------I--------I--------I
                  10  I      1  I      2  I      3
                      I   33.3  I   66.7  I   75.0
                      I  100.0  I   66.7  I
                      I   25.0  I   50.0  I
                     -I--------I--------I
                  11  I      0  I      1  I      1
                      I      0  I  100.0  I   25.0
                      I      0  I   33.3  I
                      I      0  I   25.0  I
                     -I--------I--------I
              COLUMN         1         3         4
               TOTAL      25.0      75.0     100.0

PHI =      .33333
LAMBDA (ASYMMETRIC) =         0 WITH GRADE79  DEPENDENT.          =         0 WITH DROP     DEPENDENT.
LAMBDA (SYMMETRIC) =         0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =   .15107 WITH GRADE79  DEPENDENT.          =   .15107 WITH DROP     DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =   .15107
```

81.73

E-171

ATTACHMENT E-8
(Continued, page 16 of 33)

```
WHO DROPPED OUT ?                                                                    18 JUN 82      12.35.29.      PAGE    17

--------I---------I---------I---------I
                  10  I       2 I       1 I       1 I       1 I      10 I      15
                      I    13.3 I     6.7 I     6.7 I     6.7 I    66.7 I    75.0
                      I    50.0 I   100.0 I   100.0 I   100.0 I    76.9 I
                      I    10.0 I     5.0 I     5.0 I     5.0 I    50.0 I
                     -I---------I---------I---------I---------I---------I
                  11  I       2 I       0 I       0 I       0 I       3 I       5
                      I    40.0 I       0 I       0 I       0 I    60.0 I    25.0
                      I    50.0 I       0 I       0 I       0 I    23.1 I
                      I    10.0 I       0 I       0 I       0 I    15.0 I
                     -I---------I---------I---------I---------I---------I
              COLUMN          4         1         1         1        13        20
               TOTAL       20.0       5.0       5.0       5.0      65.0     100.0

CRAMER'S
    ***** PAGE LIMIT EXCEEDED *****
```

81.73

E-172

ATTACHMENT E-8
(Continued, page 17 of 33)

81.73

```
18 JUN 82 UNIVERSITY OF TEXAS 170/750A UT2D-237

AZAD776-074

         CHARGES THROUGH 18 JUN 82 : TIME $ 3044.75 SUPPLIES $ 361.21

12.27.29 JOB INITIALIZED.
12.27.41 GTAB=16
12.27.41  INVALID CONTROL COMMAND.
12.27.52 GSBS=
12.27.52  INVALID CONTROL COMMAND.
12.28.11 READPF 9170 **** DROPCON
12.28.11  COPIED FILE DROPCON.
12.28.19 EDIT DROPCON
12.30.26 SPSS I=DROPCON
12.30.27  END SPSS
12.31.12 EDIT OUTPUT
12.34.16 EDIT DROPCON
12.34.53 READPF 9170 **** LEAVERS
12.35.04  COPIED FILE LEAVERS.
12.35.10 REWALLX
12.35.20 SPSS I=DROPCON O=LEAVERS NR
12.36.13  END SPSS
12.36.21 EDIT OUTPUT
12.45.20 DISPOSE OUTPUT
```

ATTACHMENT E-8
(Continued, page 18 of 33)

```
7777777  AZAD776.
7777777  AZAD776.
7777777  AZAD776.
```

```
                                                                14 JUL 82     14.43.41.      PAGE    1
     ****************************************
     *        COMPUTATION CENTER             *
     *    UNIVERSITY OF TEXAS AT AUSTIN      *
     ****************************************

     S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

     CDC 6000/CYBER 70 VERSION 8.0  -  INSTALLED 27 AUGUST 8

               PAGESIZE        EJECT
               RUN NAME        ETHNIC BY DROP
               VARIABLE LIST   SEX,ETHNIC,SCH78,GRADE78,ID781,ID782,GRADE79,ID791,
                               GRADE80,ID801,ID802,GRADE81,ID811,ID812,LEP,DESEG,
                               SPED,READ77,MATH77,READ78,MATH78,
                               READ80,MATH80,READ81,MATH81,GPA77,GPA78,GPA79,
                               GPA80,GPA81,CRED77,CRED78,CRED79,CRED80,CRED81,OSA77,
                               OSA78,OSA79,OSA80,OSA81,DROP
               INPUT MEDIUM    DISK
               N OF CASES      UNKNOWN
               INPUT FORMAT    (T41,2F1.0,T47,F3.0,T56,A2,T60,F5.0,T76,F5.0,T99,A2,T103,F5.0/
                               T22,A2,T26,F5.0,T42,F5.0,T65,A2,T69,F5.0,T45,F5.0,T99,3F1.0,
                               T102,F3.0,T117,F3.0/T10,F3.0,T25,F3.0,T84,F3.0,
                               T92,F3.0/T10,2F3.0,T56,5F4.2,T76,5F3.0,T101,3F2.0,T111,F1.0)

              ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

              VARIABLE  FORMAT   RECORD     COLUMNS

              SEX        F 1. 0       1      41-  41
              ETHNIC     F 1. 0       1      42-  42
              SCH78      F 3. 0       1      47-  49
              GRADE78       A 2       1      56-  57
              ID781      F 5. 0       1      60-  64
              ID782      F 5. 0       1      76-  80
              GRADE79       A 2       1      99- 100
              ID791      F 5. 0       1     103- 107
              GRADE80       A 2       2      22-  23
              ID801      F 5. 0       2      26-  30
              ID802      F 5. 0       2      42-  46
              GRADE81       A 2       2      65-  66
```

81.73

```
ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE  FORMAT  RECORD    COLUMNS

ID911     F 5. 0        2    69-  73
ID8..     F 5. 0        2    45-  49
LEP       F 1. 0        2    59-  59
DESEG     F 1. 0        2   1[illegible]- 1[illegible]
SPED      F 1. 0        2   111- 111
READ77    F 3. 0        2   112- 114
MATH77    F 3. 0        2   117- 119
READ78    F 3. 0        3    10-  12
MATH78    F 3. 0        3    25-  27
READ8     F 3. 0        3    84-  86
MATH8     F 3. 0        3    90-  92
READ81    F 3. 0        4    10-  12
MATH81    F 3. 0        4    13-  15
GPA77     F 4. 2        4    56-  59
GPA78     F 4. 2        4    60-  63
GPA79     F 4. 2        4    64-  67
GPA8      F 4. 2        4    68-  71
GPA81     F 4. 2        4    72-  75
CRED77    F 3. 0        4    76-  78
CRED78    F 3. 0        4    79-  81
CRED79    F 3. 0        4    82-  84
CRED8     F 3. 0        4    85-  87
CRED81    F 3. 0        4    88-  [illegible]
CSA77     F 2. 0        4   101- 102
CSA78     F 2. 0        4   103- 104
CSA79     F 2. 0        4   105- 106
CSA8      F 2. 0        4   107- 108
CSA81     F 2. 0        4   109- 110
DROP      F 1. 0        4   111- 111

THE INPUT FORMAT PROVIDES FOR   41 VARIABLES.   41 WILL BE READ.
IT PROVIDES FOR  4 RECORDS ('CARDS') PER CASE.
A MAXIMUM OF   119 'COLUMNS' ARE USED ON A RECORD.

          RECODE         GRADE78,GRADE80 ('1'=1)('2'=2)('3'=3)('4'=4)
                         ('5'=5)('6'=6)('7'=7)('8'=8)('9'=9)('10'=10)('11'=11)('12'=12)
                         ('GR'=13)('S'= )/
                         DROP(BLANK=5)
          COMPUTE        BLACK=0
          COMPUTE        HISP=0
          COMPUTE        OTHER=0
          IF             (ETHNIC EQ 2) BLACK=1
          IF             (ETHNIC EQ 4) HISP=1
          IF             (ETHNIC EQ 1 OR EQ 3 OR EQ 5) OTHER=1
          IF             (SCH78 GT 1 ) AGE=1
          IF             (SCH78 EQ 1 OR SCH78 LT 1 ) AGE=
          VALUE LABELS   DROP (1)TRANSFER (2)DROPOUT (3)OTHER (5)LANIER (4)UNKNOWN
                         ( ) STAYIN
          MISSING VALUES SEX,ETHNIC,SCH78(BLANK)/READ77,MATH77,
                         GPA77( ,BLANK)
          CROSSTABS      VARIABLE=SEX(1,3) ETHNIC(1,5) AGE(1,2) DROP( ,5)
                         LEP(0,1)/TABLES=ETHNIC BY DROP BY AGE BY SEX/
```

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ATTACHMENT E-B
(Continued, page 20 of 33)

```
ETHNIC BY DROP                                                    14 JUL 82    14.43.41.     PAGE    3

                                 ETHNIC BY DROP BY LEP
                   STATISTICS    ALL

              113520 CM NEEDED FOR CROSSTAB



END OF FILE ON FILE LEAVERS
AFTER READING    4829 CASES FROM SUBFILE NONAME
```

81.73

443

444

81.73

```
ETHNIC BY DROP                                                                   14 JUL 92    14.43.41.      PAGE     4

FILE    NONAME    (CREATION DATE =  14 JUL 92)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N    O F   * * * * * * * * * * * * * * * * * * *
      ETHNIC                                                           BY  DROP
CONTROLLING FOR..
      AGE                                                              VALUE..      1
      SEX                                                              VALUE..      1
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                        DROP
               COUNT  I
               ROW PCT ITRANSFER DROPOUT   OTHER     LANIER    UNKNOWN   STAY-IN     ROW
               COL PCT I                                                             TOTAL
               TOT PCT I      0 I       1 I       2 I       3 I       4 I       5 I
ETHNIC         --------I--------I--------I--------I--------I--------I--------I
                     2 I     10 I      22 I       2 I      13 I       4 I      85 I    136
                       I    7.4 I    16.2 I     1.5 I     9.6 I     2.9 I    62.5 I   24.6
                       I   11.9 I    20.4 I    40.0 I    37.1 I    13.8 I    29.2 I
                       I    1.8 I     4.0 I      .4 I     2.4 I      .7 I    15.4 I
                      -I--------I--------I--------I--------I--------I--------I
                     3 I      1 I       0 I         I       1 I       2 I       4 I      8
                       I   12.5 I      .0 I         I    12.5 I    25.0 I    50.0 I    1.4
                       I    1.2 I      .0 I         I     2.9 I     6.9 I     1.4 I
                       I     .2 I      .0 I         I      .2 I      .4 I      .7 I
                      -I--------I--------I--------I--------I--------I--------I
                     4 I     15 I      51 I       1 I       3 I      13 I      91 I    174
                       I    8.6 I    29.3 I      .6 I     1.7 I     7.5 I    52.3 I   31.5
                       I   17.9 I    47.2 I    20.0 I     8.6 I    44.8 I    31.3 I
                       I    2.7 I     9.2 I      .2 I      .5 I     2.4 I    16.5 I
                      -I--------I--------I--------I--------I--------I--------I
                     5 I     58 I      35 I       2 I      18 I      10 I     111 I    234
                       I   24.8 I    15.0 I      .9 I     7.7 I     4.3 I    47.4 I   42.4
                       I   69.0 I    32.4 I    40.0 I    51.4 I    34.5 I    38.1 I
                       I   10.5 I     6.3 I      .4 I     3.3 I     1.8 I    20.1 I
                      -I--------I--------I--------I--------I--------I--------I
                COLUMN       84       108         5        35        29       291      552
                 TOTAL     15.2      19.6        .9       6.3       5.3      52.7    100.0

RAW CHI SQUARE =    61.06502 WITH    15 DEGREES OF FREEDOM.  SIGNIFICANCE =   .0000
CRAMER'S V =    .19203
CONTINGENCY COEFFICIENT =    .31561
LAMBDA (ASYMMETRIC) =    .05975 WITH ETHNIC    DEPENDENT.          =       0.0 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =    .03282
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .04862 WITH ETHNIC    DEPENDENT.          =   .04172 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    .04503
KENDALL'S TAU B = -.13371     SIGNIFICANCE =   .0001
KENDALL'S TAU C = -.12149     SIGNIFICANCE =   .0001
CONDITIONAL GAMMA =  -.20991
SOMERS'S D (ASYMMETRIC) =  -.13337 WITH ETHNIC    DEPENDENT.          =  -.13405 WITH DROP      DEPENDENT.
SOMERS'S D (SYMMETRIC) =  -.13371
ETA =    .15574 WITH ETHNIC    DEPENDENT.
ETA =    .15401 WITH DROP      DEPENDENT.
PEARSON'S R =  -.15153     SIGNIFICANCE =   .0002
```

E-177

ATTACHMENT E-8
(Continued, page 22 of 33)

81.73

```
ETHNIC BY DROP                                                    14 JUL 82    14.43.41.     PAGE    5

FILE   NONAME   (CREATION DATE =  14 JUL 82)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
      ETHNIC                                                   BY  DROP
CONTROLLING FOR..
      AGE                                                      VALUE..     2
      SEX                                                      VALUE..     1
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                     DROP
            COUNT    I
            ROW PCT  ITRANSFER DROPOUT   OTHER     LATER     UNKNOWN   STAY-IN     ROW
            COL PCT  I                                                            TOTAL
            TOT PCT  I      0  I      1  I      2  I      3  I      4  I      5  I
ETHNIC      ---------I---------I---------I---------I---------I---------I---------I
                  1  I      0  I      1  I         I      1  I      0  I      1  I      3
                     I      0  I   33.3  I         I   33.3  I      0  I   33.3  I     .2
                     I      0  I     .6  I         I    1.4  I      0  I     .1  I
                     I      0  I     .1  I         I     .1  I      0  I     .1  I
                    -I---------I---------I---------I---------I---------I---------I
                  2  I     14  I     25  I      2  I     13  I      3  I    201  I    258
                     I    5.4  I    9.7  I     .8  I    5.   I    1.2  I   77.9  I   13.3
                     I    6.6  I   15.1  I   14.3  I   18.3  I   13.0  I   13.8  I
                     I     .7  I    1.3  I     .1  I     .7  I     .2  I   10.4  I
                    -I---------I---------I---------I---------I---------I---------I
                  3  I      6  I      1  I      1  I      2  I      0  I      7  I     17
                     I   35.3  I    5.9  I    5.9  I   11.8  I      0  I   41.2  I     .9
                     I    2.8  I     .6  I    7.1  I    2.8  I      0  I     .5  I
                     I     .3  I     .1  I     .1  I     .1  I      0  I     .4  I
                    -I---------I---------I---------I---------I---------I---------I
                  4  I     25  I     65  I      4  I      8  I      6  I    283  I    391
                     I    6.4  I   16.6  I    1.0  I    2.0  I    1.5  I   72.4  I   20.1
                     I   11.8  I   39.2  I   28.6  I   11.3  I   26.1  I   19.5  I
                     I    1.3  I    3.3  I     .2  I     .4  I     .3  I   14.6  I
                    -I---------I---------I---------I---------I---------I---------I
                  5  I    167  I     74  I      7  I     47  I     14  I    963  I   1272
                     I   13.1  I    5.9  I     .6  I    3.7  I    1.1  I   75.7  I   65.5
                     I   78.8  I   44.6  I   50.0  I   66.2  I   60.9  I   66.2  I
                     I    8.6  I    3.8  I     .4  I    2.4  I     .7  I   49.6  I
                    -I---------I---------I---------I---------I---------I---------I
            COLUMN        212       166        14        71        23      1455      1941
             TOTAL       10.9       8.6        .7       3.7       1.2      75.0     100.0

RAW CHI SQUARE =    99.77950 WITH    20 DEGREES OF FREEDOM.  SIGNIFICANCE =   .0000
CRAMER'S V =    .11335
CONTINGENCY COEFFICIENT =    .22117
LAMBDA (ASYMMETRIC) =          0 WITH ETHNIC    DEPENDENT.            =          0 WITH DROP     DEPENDENT.
LAMBDA (SYMMETRIC) =
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    0.02381 WITH ETHNIC    DEPENDENT.            =   0.02495 WITH DROP     DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    0.02437
KENDALL'S TAU B =   0.01136    SIGNIFICANCE =  .4747
KENDALL'S TAU C =   0.00779    SIGNIFICANCE =  .4747
CONDITIONAL GAMMA =    0.0288
SOMERS'S D (ASYMMETRIC) =   0.01151 WITH ETHNIC    DEPENDENT.            =   0.01123 WITH DROP     DEPENDENT.
SOMERS'S D (SYMMETRIC) =    0.01136
ETA =    .11333 WITH ETHNIC    DEPENDENT.
ETA =    0.08778 WITH DROP     DEPENDENT.
PEARSON'S R =  -0.01768    SIGNIFICANCE =  .2181
```

E-178

447

448

ATTACHMENT E-4
(Continued, page 23 of 33)

```
ETHNIC BY DROP                                                          14 JUL 82   14.43.41.      PAGE    6

FILE    NONAME    (CREATION DATE =  14 JUL 82)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
     ETHNIC                                                        BY  DROP
CONTROLLING FOR..
     AGE                                                           VALUE..     1
     SEX                                                           VALUE..     3
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                   DROP
           COUNT  I
          ROW PCT ITRANSFER DROPOUT  OTHER     LANIER   UNKNOWN  STAY-IN      ROW
          COL PCT I                                                           TOTAL
          TOT PCT I      0  I      1  I      2  I      3  I      4  I      5  I
ETHNIC    --------I---------I---------I---------I---------I---------I---------I
               2  I      4  I     16  I      1  I      5  I      5  I     41  I     72
                  I    5.6  I   22.2  I    1.4  I    6.9  I    6.9  I   56.9  I   23.0
                  I   11.1  I   19.5  I   16.7  I   38.5  I   22.7  I   26.6  I
                  I    1.3  I    5.1  I     .3  I    1.6  I    1.6  I   13.1  I
                 -I---------I---------I---------I---------I---------I---------I
               3  I      0  I      0  I      0  I      0  I      0  I      3  I      3
                  I      0  I      0  I      0  I      0  I      0  I  100.0  I    1.0
                  I      0  I      0  I      0  I      0  I      0  I    1.9  I
                  I      0  I      0  I      0  I      0  I      0  I    1.0  I
                 -I---------I---------I---------I---------I---------I---------I
               4  I     17  I     41  I      3  I      2  I     11  I     59  I    133
                  I   12.8  I   30.8  I    2.3  I    1.5  I    8.3  I   44.4  I   42.5
                  I   47.2  I   50.0  I   50.0  I   15.4  I   50.0  I   38.3  I
                  I    5.4  I   13.1  I    1.0  I     .6  I    3.5  I   18.8  I
                 -I---------I---------I---------I---------I---------I---------I
               5  I     15  I     25  I      2  I      6  I      6  I     51  I    105
                  I   14.3  I   23.8  I    1.9  I    5.7  I    5.7  I   48.6  I   33.5
                  I   41.7  I   30.5  I   33.3  I   46.2  I   27.3  I   33.1  I
                  I    4.8  I    8.0  I     .6  I    1.5  I    1.9  I   16.3  I
                 -I---------I---------I---------I---------I---------I---------I
           COLUMN       36        82         6        13        22       154       313
            TOTAL     11.5      26.2       1.9       4.2       7.0      49.2     100.0

RAW CHI SQUARE =    14.42755 WITH    15 DEGREES OF FREEDOM.  SIGNIFICANCE =   .4934
CRAMER'S V =    .12395
CONTINGENCY COEFFICIENT =    .20993
LAMBDA (ASYMMETRIC) =    .02222 WITH ETHNIC    DEPENDENT.          =          0 WITH DROP     DEPENDENT.
LAMBDA (SYMMETRIC) =   .0118
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =   .02363 WITH ETHNIC   DEPENDENT.          =   .01957 WITH DROP     DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =   .02141
KENDALL'S TAU B = -.07127    SIGNIFICANCE =  .0749
KENDALL'S TAU C = -.06295    SIGNIFICANCE =  .0749
CONDITIONAL GAMMA =  -.10799
SOMERS'S D (ASYMMETRIC) =  -.07045 WITH ETHNIC   DEPENDENT.          =  -.07209 WITH DROP     DEPENDENT.
SOMERS'S D (SYMMETRIC) =  -.07126
ETA =   .12176 WITH ETHNIC   DEPENDENT.
ETA =   .15027 WITH DROP     DEPENDENT.
PEARSON'S R =  -.10160    SIGNIFICANCE =  .0363
```

81.73

B-179

ATTACHMENT E-8
(Continued, page 24 of 33)

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ETHNIC BY DROP                                                                  14 JUL 82    14.43.41.     PAGE    7

FILE    NONAME    (CREATION DATE =  14 JUL 82)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   ETHNIC                                                      BY  DROP
CONTROLLING FOR..
   AGE                                                         VALUE..      2
   SEX                                                         VALUE..      3
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                  DROP
          COUNT  I
        ROW PCT  ITRANSFER DROPOUT   OTHER     LANIER   UNKNOWN  STAY-IN    ROW
        COL PCT  I                                                          TOTAL
        TOT PCT  I     0  I     1  I      2  I     3  I     4  I     5  I
ETHNIC   --------I--------I--------I---------I--------I---------I--------I
              1  I     0  I     0  I         I     0  I     0  I     2  I     2
                 I     0  I     0  I         I     0  I     0  I 100.0  I    .1
                 I     0  I     0  I         I     0  I     0  I    .1  I
                 I     0  I     0  I         I     0  I     0  I    .1  I
                -I--------I--------I---------I--------I---------I--------I
              2  I    20  I    25  I      2  I     9  I     2  I   238  I   296
                 I   6.8  I   8.4  I     .7  I   3.0  I    .7  I  80.4  I  14.6
                 I   8.3  I  11.9  I   25.0  I  12.9  I   5.3  I  16.4  I
                 I   1.0  I   1.2  I     .1  I    .4  I    .1  I  11.8  I
                -I--------I--------I---------I--------I---------I--------I
              3  I     0  I     1  I         I     0  I     0  I     6  I     7
                 I     0  I  14.3  I         I     0  I     0  I  85.7  I    .3
                 I     0  I    .5  I         I     0  I     0  I    .4  I
                 I     0  I    .0  I         I     0  I     0  I    .3  I
                -I--------I--------I---------I--------I---------I--------I
              4  I    37  I    55  I      3  I     9  I    11  I   306  I   421
                 I   8.8  I  13.1  I     .7  I   2.1  I   2.6  I  72.7  I  20.8
                 I  15.3  I  26.2  I   37.5  I  12.9  I  28.9  I  21.0  I
                 I   1.8  I   2.7  I     .1  I    .4  I    .5  I  15.1  I
                -I--------I--------I---------I--------I---------I--------I
              5  I   185  I   129  I      3  I    52  I    25  I   903  I  1297
                 I  14.3  I   9.9  I     .2  I   4.0  I   1.9  I  69.6  I  64.1
                 I  76.4  I  61.4  I   37.5  I  74.3  I  65.8  I  62.1  I
                 I   9.1  I   6.4  I     .1  I   2.6  I   1.2  I  44.6  I
                -I--------I--------I---------I--------I---------I--------I
         COLUMN      242      210         8       70        38     1455     2023
          TOTAL     12.0     10.4        .4      3.5       1.9     71.9    100.0

RAW CHI SQUARE =    35.92963 WITH    25 DEGREES OF FREEDOM.  SIGNIFICANCE =   . 157
CRAMER'S V =    .06662
CONTINGENCY COEFFICIENT =   .1321
LAMBDA (ASYMMETRIC) =            0 WITH ETHNIC    DEPENDENT.            =            0 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .01061 WITH ETHNIC    DEPENDENT.            =    .01139 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    .01 [illegible]
KENDALL'S TAU B = -.03783      SIGNIFICANCE =  .0[illegible]1
KENDALL'S TAU C = -.04766      SIGNIFICANCE =  .0[illegible]1
CONDITIONAL GAMMA =  -.10582
SOMERS'S D (ASYMMETRIC) =  -.08395 WITH ETHNIC    DEPENDENT,            =  -.07353 WITH DROP      DEPENDENT.
SOMERS'S D (SYMMETRIC) =  -.07811
ETA =   .11653 WITH ETHNIC    DEPENDENT.
ETA =   .08752 WITH DROP      DEPENDENT.
PEARSON'S R =  -.08663      SIGNIFICANCE =  .[illegible]
```

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81.73

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ATTACHMENT E-8
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ETHNIC BY DROP                                                14 JUL 82    14.43.41.     PAGE    8

SUMMARY GAMMAS FOR CROSSTABULATION OF  ETHNIC   BY DROP                ZERO-ORDER GAMMA =  -.0442
                                                               SECOND-ORDER PARTIAL GAMMA =  -.0953
```

81.73

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ATTACHMENT E-8
(Continued, page 26 of 33)

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81.73

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ETHNIC BY DROP                                                      14 JUL 82    14.43.41.     PAGE    9

FILE    NONAME    (CREATION DATE =  14 JUL 82)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   ETHNIC                                                    BY  DROP
CONTROLLING FOR..
   LEP                                                       VALUE..     1
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1  OF  1

                      DROP
              COUNT  I
              ROW PCT ITRANSFER DROPOUT  OTHER     LANIER   UNKNOWN  STAY-IN     ROW
              COL PCT I                                                          TOTAL
              TOT PCT I      0 I      1 I      2 I      3 I      4 I      5 I
ETHNIC        --------I--------I--------I--------I--------I--------I--------I
                  1   I      0 I      0 I      0 I      1 I      0 I      3 I      4
                      I      0 I      0 I        I  25.   I        I   75.0 I     .1
                      I      0 I      0 I      0 I     .7 I      0 I     .1 I
                      I      0 I      0 I        I     .  I      0 I     .1 I
                     -I--------I--------I--------I--------I--------I--------I
                  2   I     43 I     76 I      5 I     30 I     11 I    564 I    729
                      I    5.9 I   10.4 I     .7 I    4.1 I    1.5 I   77.4 I   17.9
                      I    9.4 I   13.8 I   20.8 I   20.0 I   14.1 I   19.0 I
                      I    1.1 I    1.9 I     .1 I     .7 I     .3 I   13.9 I
                     -I--------I--------I--------I--------I--------I--------I
                  3   I      0 I      0 I      1 I      0 I      1 I      5 I      7
                      I      0 I      0 I   14.3 I      0 I   14.3 I   71.4 I     .2
                      I      0 I      0 I    4.2 I      0 I    1.3 I     .2 I
                      I        I      0 I     .  I      0 I     .  I     .1 I
                     -I--------I--------I--------I--------I--------I--------I
                  4   I     35 I     70 I      5 I      9 I     19 I    421 I    559
                      I    6.3 I   12.5 I     .9 I    1.6 I    3.4 I   75.3 I   13.9
                      I    7.7 I   13.3 I   20.8 I    6.  I   24.4 I   14.2 I
                      I     .9 I    1.7 I     .1 I     .2 I     .5 I   10.4 I
                     -I--------I--------I--------I--------I--------I--------I
                  5   I    379 I    237 I     13 I    110 I     47 I   1980 I   2766
                      I   13.7 I    8.6 I     .5 I    4.  I    1.7 I   71.6 I   68.0
                      I   82.9 I   61.9 I   54.2 I   73.3 I   60.3 I   66.6 I
                      I    9.3 I    5.8 I     .3 I    2.7 I    1.2 I   48.7 I
                     -I--------I--------I--------I--------I--------I--------I
             COLUMN       457      383       24      150       78     2973     4065
              TOTAL      11.2      9.4       .6      3.7      1.9     73.1    100.0

RAW CHI SQUARE =   135.7 626 WITH    20 DEGREES OF FREEDOM.  SIGNIFICANCE =   .0000
CRAMER'S V =    .08214
CONTINGENCY COEFFICIENT =    .16211
LAMBDA (ASYMMETRIC) =         0 WITH ETHNIC   DEPENDENT.          =          0 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =   .01340 WITH ETHNIC    DEPENDENT.          =  .01247 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =   .01292
KENDALL'S TAU B = -.06    SIGNIFICANCE =  .0000
KENDALL'S TAU C = -.0353      SIGNIFICANCE =  .0000
CONDITIONAL GAMMA =  -.13524
SOMERS' D (ASYMMETRIC) = -.06393 WITH ETHNIC    DEPENDENT.            =  -.05813 WITH DROP      DEPENDENT.
SOMERS' D (SYMMETRIC) =  -.06039
ETA =    .11306 WITH ETHNIC    DEPENDENT.
ETA =    .07 WITH DROP      DEPENDENT.
PEARSON'S R =  -.06664     SIGNIFICANCE =  .
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455

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ATTACHMENT E-8
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ETHNIC BY DROP                                                                14 JUL 82   14.43.41.     PAGE  1?

FILE    ICRAPE   (CREATION DATE = 14 JUL 82)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   ETHNIC                                                     BY  DROP
CONTROLLING FOR..
   LEP                                                        VALUE..     2
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                   DROP
            COUNT  I
          ROW PCT  ITRANSFER DROPOUT   OTHER     LANILF    UNKNOWN   STAY-IN      ROW
          COL PCT  I                                                             TOTAL
          TOT PCT  I       0 I       1 I       2 I       3 I       4 I       5 I
ETHNIC    --------I--------I--------I--------I--------I--------I--------I
                2  I       0 I       0 I         I       1 I         I       0 I       1
                   I       . I       . I         I   100.0 I       . I       . I      .2
                   I       0 I       0 I         I    14.3 I       0 I         I
                   I       0 I       0 I         I      .2 I         I         I
                  -I--------I--------I--------I--------I--------I--------I
                4  I      47 I     114 I       3 I       6 I      12 I     299 I     481
                   I     9.8 I    23.7 I      .6 I     1.2 I     2.5 I    62.2 I    96.8
                   I    97.9 I    98.3 I   100.0 I    85.7 I   100.0 I    96.1 I
                   I     9.5 I    22.9 I      .6 I     1.2 I     2.4 I    60.2 I
                  -I--------I--------I--------I--------I--------I--------I
                5  I       1 I       2 I         I         I       0 I      12 I      15
                   I     6.7 I    13.3 I         I         I       0 I    80.0 I     3.0
                   I     2.1 I     1.7 I         I         I       0 I     3.9 I
                   I      .2 I      .4 I         I         I       0 I     2.4 I
                  -I--------I--------I--------I--------I--------I--------I
           COLUMN        48       116         3         7        12       311       497
            TOTAL       9.7      23.3        .6       1.4       2.4      62.6     100.0

RAW CHI SQUARE =     72.32525 WITH    10 DEGREES OF FREEDOM.  SIGNIFICANCE =   .[illegible]
CRAMER'S V =    .26914
CONTINGENCY COEFFICIENT =    .35642
LAMBDA (ASYMMETRIC) =               WITH ETHNIC    DEPENDENT.             =   .0 538 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =    . 0435
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .07786 WITH ETHNIC    DEPENDENT.            =   . 1122 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    . 1962
KENDALL'S TAU B =   . 5976    SIGNIFICANCE =  .0811
KENDALL'S TAU C =   . 1652    SIGNIFICANCE =  .0811
CONDITIONAL GAMMA =    .35398
SOMERS'S D (ASYMMETRIC) =    .02125 WITH ETHNIC    DEPENDENT.             =   .17637 WITH DROP      DEPENDENT.
SOMERS'S D (SYMMETRIC) =   . 3633
ETA =   .2[illegible]45 WITH ETHNIC    DEPENDENT.
ETA =   .05532 WITH DROP     DEPENDENT.
PEARSON'S R =   .05215    SIGNIFICANCE =  .1184
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81.73

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ATTACHMENT E-8
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81.73

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ETHNIC BY DROP                                                          14 JUL 82   14.43.41.     PAGE  11

FILE   NONAME   (CREATION DATE =  14 JUL 82)

* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
   ETHNIC                                                    BY  DROP
CONTROLLING FOR..
   LEP                                                       VALUE..     3
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                   DROP
            COUNT  I
          ROW PCT  ITRANSFER DROPOUT  LANIER   UNKNOWN  STAY-IN     ROW
          COL PCT  I                                                TOTAL
          TOT PCT  I         I      1  I         I         I      5  I
ETHNIC    ---------I---------I---------I---------I---------I---------I
                2  I      1  I         I         I         I         I       1
                   I  100.0  I         I         I         I         I     1.7
                   I    8.3  I         I         I         I         I
                   I    1.7  I         I         I         I         I
                  -I---------I---------I---------I---------I---------I
                3  I      4  I      2  I      3  I      1  I     15  I      25
                   I   16.0  I    8.0  I   12.0  I    4.   I   60.0  I    43.1
                   I   33.3  I   50.0  I  100.   I  100.   I   39.5  I
                   I    6.9  I    3.4  I    5.2  I    1.7  I   25.9  I
                  -I---------I---------I---------I---------I---------I
                4  I      1  I         I         I         I      2  I       3
                   I   33.3  I         I         I         I   65.7  I     5.2
                   I    8.3  I         I         I         I    5.3  I
                   I    1.7  I         I         I         I    3.4  I
                  -I---------I---------I---------I---------I---------I
                5  I      6  I      2  I         I         I     21  I      29
                   I   20.7  I    6.9  I         I         I   72.4  I    50.0
                   I   50.0  I   50.   I         I         I   55.3  I
                   I   10.3  I    3.4  I         I         I   36.2  I
                  -I---------I---------I---------I---------I---------I
           COLUMN        12         4         3         1        38        58
            TOTAL      20.7       6.9       5.2       1.7      65.5     100.0

RAW CHI SQUARE =    10.12623 WITH    12 DEGREES OF FREEDOM.  SIGNIFICANCE =   .6 54
CRAMER'S V =    .24117
CONTINGENCY COEFFICIENT =    .38544
LAMBDA (ASYMMETRIC) =    .13793 WITH ETHNIC   DEPENDENT.              =   .05000 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =    .10204
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .10177 WITH ETHNIC   DEPENDENT.              =   .[illegible]339  WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    .09768
KENDALL'S TAU B =  .11603     SIGNIFICANCE =  .171[illegible]
KENDALL'S TAU C =  .08473     SIGNIFICANCE =  .171[illegible]
CONDITIONAL GAMMA =    .2 866
SOMERS'S D (ASYMMETRIC) =    .12114 WITH ETHNIC   DEPENDENT.              =   .11229 WITH DROP      DEPENDENT.
SOMERS'S D (SYMMETRIC) =    .11655
ETA =    .25 17 WITH ETHNIC   DEPENDENT.
ETA =    .22738 WITH DROP     DEPENDENT.
PEARSON'S R =    .08 63    SIGNIFICANCE =  .2737
```

460

459

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ETHNIC BY DROP                                                    14 JUL 82     14.45.41.     PAGE   12

FILE   NONAME   (CREATION DATE = 14 JUL 82)

* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
     ETHNIC                                                       BY  DROP
CONTROLLING FOR..
     LEP                                                          VALUE..     4
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                         DROP
                COUNT  :
                ROW PCT IDROPOUT  OTHER     UNKNOWN  STAY-IN    ROW
                COL PCT I                                       TOTAL
                TOT PCT I     1  I     2  I      4  I     5  I
ETHNIC          --------I--------I--------I---------I--------I
                     4  I     4  I     1  I      2  I    10  I    17
                        I  23.5  I   5.9  I   11.8  I  58.8  I  94.4
                        I 100.0  I 100.0  I  100.   I  90.9  I
                        I  22.2  I   5.6  I   11.1  I  55.6  I
                       -I--------I--------I---------I--------I
                     5  I     0  I     0  I         I     1  I     1
                        I     0  I        I         I 100.   I   5.6
                        I     0  I     0  I         I   9.1  I
                        I     0  I     0  I         I   5.6  I
                       -I--------I--------I---------I--------I
                 COLUMN       4        1         2       11       18
                  TOTAL    22.2      5.6      11.1     61.1    100.

RAW CHI SQUARE =        .6738  WITH      3 DEGREES OF FREEDOM.  SIGNIFICANCE =    .8793
CRAMER'S V =     .19343
CONTINGENCY COEFFICIENT =     .18995
LAMBDA (ASYMMETRIC) =            0 WITH ETHNIC    DEPENDENT.            =          0 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .13233 WITH ETHNIC    DEPENDENT.          =   .2735 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =     .04527
KENDALL'S TAU B =   .17797     SIGNIFICANCE =  .2198
KENDALL'S TAU C =   .08642     SIGNIFICANCE =  .2198
CONDITIONAL GAMMA =  1.0000
SOMERS'S D (ASYMMETRIC) =    .07692 WITH ETHNIC    DEPENDENT.           =   .41176 WITH DROP      DEPENDENT.
SOMERS'S D (SYMMETRIC) =    .12963
ETA =    .19343 WITH ETHNIC    DEPENDENT.
ETA =    .16953 WITH DROP      DEPENDENT.
PEARSON'S R =    .16893     SIGNIFICANCE =  .2514
```

81.73

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ATTACHMENT E-8
(Continued, page 30 of 33)

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ETHNIC BY DROP                                                        14 JUL 82    14.43.41.      PAGE   13

FILE    NONAME   (CREATION DATE =  14 JUL 82)

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   ETHNIC                                                     BY  DROP
CONTROLLING FOR..
   LEP                                                        VALUE..      5
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                         DROP
              COUNT  I
            ROW PCT  ISTAY-IN     ROW
            COL PCT  I            TOTAL
            TOT PCT  I      5  I
ETHNIC      ---------I---------I
                  5  I      1  I       1
                     I  100.0  I  100.0
                     I  100.0  I
                     I  100.0  I
                    -I---------I
             COLUMN         1          1
              TOTAL     100.0      100.0

NO STATISTICS ARE COMPUTED -
  TABLE HAS ONE COLUMN.
  TABLE HAS ONE ROW.
```

81.73

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ATTACHMENT E-8
(Continued, page 31 of 33)

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ETHNIC BY DROP                                                 14 JUL 82    14.43.41.     PAGE  14

FILE    NONAME   (CREATION DATE = 14 JUL 82)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
    ETHNIC                                                        BY  DROP
CONTROLLING FOR..
    LEP                                                           VALUE..     9
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                       DROP
               COUNT  I
              ROW PCT IDROPOUT  UNKNOWN  STAY-IN     ROW
              COL PCT I                             TOTAL
              TOT PCT I     1  I     4  I     5  I
ETHNIC        --------I--------I--------I--------I
                  2   I     1  I        I        I      1
                      I 100.0  I        I        I   20.0
                      I  50.0  I        I        I
                      I  20.0  I        I        I
                     -I--------I--------I--------I
                  4   I     1  I     1  I     1  I      3
                      I  33.3  I  33.3  I  33.3  I   60.0
                      I  50.0  I 100.0  I  50.0  I
                      I  20.0  I  20.0  I  20.0  I
                     -I--------I--------I--------I
                  5   I        I        I     1  I      1
                      I        I        I 100.0  I   20.0
                      I        I        I  50.0  I
                      I        I        I  20.0  I
                     -I--------I--------I--------I
               COLUMN       2        1        2        5
                TOTAL    40.0     20.0     40.0    100.0

RAW CHI SQUARE =      3.33333 WITH      4 DEGREES OF FREEDOM.  SIGNIFICANCE =   .5037
CRAMER'S V =    .57735
CONTINGENCY COEFFICIENT =    .63246
LAMBDA (ASYMMETRIC) =         0 WITH ETHNIC   DEPENDENT.          =   .33333 WITH DROP      DEPENDENT.
LAMBDA (SYMMETRIC) =    .20000
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =    .41646 WITH ETHNIC    DEPENDENT.          =   .37515 WITH DROP      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =    .39473
KENDALL'S TAU B =  .66815
KENDALL'S TAU C =  .60000
CONDITIONAL GAMMA =  1.00000
SOMERS'S D (ASYMMETRIC) =    .62500  WITH ETHNIC   DEPENDENT.          =   .71429 WITH DROP      DEPENDENT.
SOMERS'S D (SYMMETRIC) =    .66667
ETA =    .83222 WITH ETHNIC   DEPENDENT.
ETA =    .65519 WITH DROP     DEPENDENT.
PEARSON'S R =    .65 42    SIGNIFICANCE =  . 384

SUMMARY GAMMAS FOR CROSSTABULATION OF  ETHNIC    BY DROP                  ZERO-ORDER GAMMA =  -. . 5
                                                               FIRST-ORDER PARTIAL GAMMA =  -.134 4

NUMBER OF MISSING OBSERVATIONS =      185
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81.73

E-187

ATTACHMENT E-8
(Continued, page 32 of 33)

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ETHNIC BY ENCP                                          14 JUL 82    14.43.47.      PAGE   15

CPU TIME REQUIRED..     17.0263 SECONDS

                    FINISH

TOTAL CPU TIME USED..     17.2203 SECONDS


RUN COMPLETED

NUMBER OF CONTROL CARDS READ  35
NUMBER OF ERRORS DETECTED     [illegible]
```

81.73

E-188

ATTACHMENT E-8
(Continued, page 33 of 33)

ESAA/District Priorities--Systemwide Desegregation

Appendix F

A SURVEY OF THE LITERATURE ON SCHOOL DROPOUTS

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A SURVEY OF THE LITERATURE ON SCHOOL DROPOUTS

Students who drop out are put at great social and economic disadvantage. In addition to the loss of school experience and skills, dropouts are far less likely to find employment than are graduates. In 1970, 48.3% of Austin men 16-21 who were not high school graduates and were not enrolled in school were unemployed, although only 18.4% of same-age, non-enrolled high school graduates were unemployed (US Census Bureau, 1970). The unemployment rate among dropouts in Philadelphia in 1976 was 45% (Philadelphia, 1977), and for a 1979 nationwide sample of 18-21 year olds, the unemployment rate among dropouts was 27.8% compared with 10.5% for graduates (Rumbeger, 1981). Dropping out affects chances for employment of different ethnic groups differently: the employment discrepancy between dropouts and graduates is most acute for Hispanic women (35.5% unemployment for dropouts, 7.0% for graduates) and for Anglo men (20.4% for dropouts, 6.2% for graduates)(Rumberger, 1981).

How Many Dropouts are There?

There are basically two ways to get this information: A) to use school-provided data on withdrawals, or B) to survey a sample of the population in order to determine what proportion have not completed high school. School data is somewhat unreliable, because state education agencies rely on school district counts of the number of students whom the district "does not expect" to return to school (e.g., Texas Education Agency, 1980). In many cases this determination by the school district is not made on the basis of requests for transcripts after the student withdraws, but on the reason given by the student for withdrawal. For example, the Austin Independent School District considers "entering the armed forces" as a reason given by a possible dropout, but not "moving to another state," whether or not a request for transcript is ever made.

The best estimate for the prevalence of dropping out can be had from a population survey, the most complete of which is the US Census. In 1970 in Austin, 18% of the population over 25 years of age had less than one year of high school (US Census Bureau, 1970). In 1979, among a nationwide sample of 12,700 men and women age 14-21 (Rumberger, 1981), 18% of the eighteen year old were dropouts. Dropout rates are higher for minorities than for Anglos: the figures are 36% for Hispanics, 24% for Blacks, and 16% for Anglos. Among Hispanics, women are more likely to dropout (39% compared to 32%), but among Blacks and Anglos, men are more likely to dropout (25% vs. 22% for Blacks, 17% vs. 14% for Anglos). While the rates of dropping out in Austin are lower (about 12%, see Appendix E of this report), the distribution pattern is similar: twice as many Hispanics as Anglos drop out, and women are generally more likely than men to drop out, particularly if they are below grade level.

Characteristics of Dropping Out and of Dropouts

Before reviewing research on attempts to identify students at risk for dropping out, it is perhaps informative to review some descriptive characteristics of dropouts. The peak age for students dropping out is

15 to 17 years of age, depending on the school attendance laws. Most dropouts leave school during the summer months or during the first two months of the school year; in a large-scale study of dropouts in Toronto, 57% dropped out during these months (Young and Reich, 1974). Registrars and guidance counselors in Austin report that many students who eventually drop out have a history of attendance problems, beginning each year with high attendance, as if to "give school another try" and then attend less and less frequently because they fall behind their peers academically. Most of the dropouts in the Toronto sample were below grade placement, and the average number of credits earned at the time of dropping out was half the number of credits earned by graduates at the same point in their high school career. Dropouts also tend to have lower family incomes than graduates (Rumberger, 1981, Young and Reich, 1974), and are more likely to belong to minority groups, particularly linguistic minorities (Philadelphia, 1977, Rhode Island, 1977-78, Rumberger, 1981, Watson, 1976, Young and Reich, 1979).

The School's Task in Alleviating the Dropout Problem

There has been quite a long history of attempts by schools to alleviate the problems faced by dropouts. Schools have been especially interested in prevention programs. There are basically two components of prevention programs: A) identifying students who are at most risk for dropping out, and B) developing the appropriate prevention programs. This review will be focused on past attempts to identify students at risk.

Three Methodologies Used in Dropout Studies

There have been three research paradigms used in past dropout prediction research. 1) The earliest studies attempted to genreate multiple regression equations predicting dropping out from information contained in student records or from information available by survey. 2) Another method is to identify groups of elementary or junior high students as being at risk for dropping out and then to follow these students through their high school careers. 3) The third group of studies identified groups of dropouts and graduates and surveyed them by interview or questionnaire in order to identify reasons for a student's decision to drop out or remain in school.

Each of these three methodologies has advantages and disadvantages when used to identify students at risk for dropping out. Multiple regression approaches, including discriminant analysis, would seem ideal for identifying students prone to dropping out from large populations. Information which is normally collected by the school district could be entered into such an equation and those students prone to dropping out could be identified easily and efficiently. However, attempts to apply regression approaches using a large number of student variables to the identification problem were made in a number of studies appearing in the 1960's and early 1970's, and the results were disappointing. Usually, less than 20% of the variance in dropping out or staying in school could be accounted for. Researchers have moved on to the other methodologies mentioned. However, with one possible exception (Dudley, 1971), all of the studies using regression used a restricted sample—students who had been identified by school authorities as at risk for dropping out. Thus most of the variance in school variables which might have discriminated dropouts from stay-ins may have been removed when school authorities were asked to identify such students. This methodology is still a promising one, although it may be insensitive to identifying specific reasons for dropping out if only school records are entered into the equation. To identify students at risk, however, it may be useful.

There have been few studies of the longitudinal type, probably because of the cost involved in carrying out a study lasting five years or more. However, this methodology is valuable for validating prediction procedures and for generating hypotheses about the mechanisms of dropping out. The only study reviewed which used this methodology had a high rate of sample attrition: only 1,400 of the original 2,400 sixth graders could be found six years later (Johnson and Hopkins, 1972). This may pose a difficult problem to resolve with studies of this type.

There have been a very large number of studies in the retrospective-survey type since the mid-1970's. Prediction and prevention efforts may be made more effective if more could be known about the reasons for students dropping out. The actual decision process a students goes through in choosing to drop out may be very important in understanding the process and devising prevention programs, yet this information is usually not to be found in the student's cumulative folder, nor can it necessarily be easily quantified for use in a prediciton equation. Thus, studies using this methodology could be very useful; however, as with the other two methodologies, there are disadvantages. Dropouts who are disinclined to participate are not represented in the data and the respondent's perceptions of the interviewer and of the interviewer's role and purpose in obtaining the information may possibly bias the results.

Studies Applying Regression Analysis to Dropout Prediction

We will begin by reviewing studies applying multiple regression to the problem of dropout prediction. The only longitudinal study reviewed (Johnson and Hopkins, 1972) used regression analysis to predict outcome at the end of a six-year period and will be discussed in this section also. In a study by the State of Illinois' Office of Superintendents of Public Instruction (1962; cited in Dudley, 1971), group IQ scores, academic grade point average, number of grade retentions, reading gain from the fourth to the sixth grade, extracurricular activity participation, days absent from school, peer status, and father's occupation all discriminated dropouts from graduates. Some of these variables have been validated in later studies as discriminators between dropouts and graduates.

In 1963, the Orange County Department of Education noted that 17% of Orange County students enrolled in grades nine through twelve left before graduation (Johnson and Hopkins, 1972). A study was designed so that sixth-grade students identified as dropout prone and students identified as most likely to graduate would be followed through school for six years, at which time the students would have been expected to graduate. As noted earlier, it was possible to locate only 1,400 of the original 2,400 at the end of the six years. The best combination of twelve "academic" variables (sixth-grade GPA, CAT Reading Comprehension, etc.) and sixteen "trait-descriptive" variables (teacher ratings of: participation in playground activities, tolerance of authority, etc.) only accounted for 15% of the variance in dropping out among the students identified in sixth grade as being most likely to drop out.

The best single predictors were: student feelings toward authority (r=.26), student assumption of academic responsibility (r=.25), CTMM-Total Score (r=.25), high school GPA (r=.22), and high school attendance (r=.18). These results are disappointing, considering the effort involved; however, there are some flaws in the study's design which should be noted. First of all, regression analysis was applied to a group of children identified by school authorities as being most likely to drop out--the dependent variable being whether of not these children actually did drop out. This group was therefore homogeneous on whatever variables school authorities--in this case the students' sixth-grade teachers, principals, and school nurses--thought suggested potential dropping out. This restriction of range on sixth-grade school variables could have accounted for the lack of power for sixth-grade variables and high school variables to predict dropping out from this sample. Secondly, we do not know the characteristics of the 1,000 (42% of the sample) who could not be located; the students who remained in the sample could have been much more alike on whatever characteristics might be powerful predictors of dropping out than was the original sample.

One of the most interesting results of the Orange County study was the ability of the sixth-grade teachers to predict dropping out. Of the students chosen as LEAST likely to drop out, 75% of the original sample were found to have graduated, and 6% had dropped out (results for the other 19% are unknown). Of the students chosen as MOST likely to dropout, 31% were known to have graduated, and 30% were known to have dropped out. This means that of the final sample, if a teacher had identified a student as at risk for dropping out, there was a 49% probability the student actually had dropped out; if a student was selected as being least likely to drop out, there was a 92.5% chance that the student actually graduated. The rates of dropping out and graduating for a random sample of sixth graders not chosen as likely to drop out or graduate were 11% and 64% respectively. Thus, teacher nominations alone reduced a lot of the error in predicting dropping out, but teacher nomination was not entered into the regression equation and so we do not know how much error could be removed by teacher nominations alone.

In another attempt to identify predictor variables, the State of Indiana (Dudley, 1971) performed a review of the cumulative record information of dropouts and graduates. Fifty graduates and fifty dropouts were selected from each of twenty school systems; these systems accounted for about 7% of the Indiana school enrollment. For each of several system size and system assessed valuation levels a prediction equation was developed using discriminate analysis. These equations all contained students' age, father's occupation, mother's education, and academic grade point average. Using these equations with another sample of known dropouts and graduates resulted in 75% accurate classification, a large improvement over the results of the Orange County study. This study corrected several of the flaws in that study. Because they started with a known pool of dropouts and graduates, there was no attrition. Because the sample included students who had either dropped out or graduated but were selected on no other school variables, there does not seem to have been a restriction of range on the dependent variable. However, it's useful to remember that the chance prediction accuracy of this procedure will be 50% if dropouts and graduates are equally represented; Indiana's prediction equation based on student's age, father's occupation, mother's education, and academic GPA represents a 50% gain over chance.

More pessimistic results are reported in a study by Delaney and Tovian (1972). They identified 165 sophomores and juniors who were described by school authorities as potential dropouts. At the end of the academic year, thirty students had dropped out and 135 remained. Information regarding eleven characteristics from the students' cumulative records were subjected to a discriminant analysis; only 13% of the variance in dropping out could be accounted for by these eleven variables, with the dropout group having lower GPAs, more absences, more siblings, more class skips, and more detentions. This study also has the flaw of employing a restricted range of the dependant measure -- in this case, all students in the sample had been identified by school officials as potential dropouts. The predictive power of educator's judgement over cumulative file data is still unknown; but the results of the Orange County study suggested that it is a powerful predictor. The second design flaw in the Delaney and Tovian study is the small size of the dropout group -- there were only thirty cases, making generalization to other groups of dropouts difficult.

Degracie, Christen, and Helius (1974) entered twenty student variables in a multiple regression equation to predict which of 525 randomly selected students in Mesa, Arizona would drop out. An equation consisting of six of the variables accounted for the most variance (only 22%). Presence of the student's father in the home was the best single predictor of dropping out (accounting for 6.25% of the unique variance) followed by Metropolitan Achievement Test composite scores for the previous year (0.4%), race (0.2%), specific high school attended (0.1%), last grade completed (0.1%), and grade at withdrawal (0.7%). Absenteeism, significantly related to dropping out in other studies, had no relation to dropping out for the Mesa sample. In interpreting these findings, several things should be kept in mind. The study was over the period of one school year; students who will eventually dropout but did not dropout that year are considered in the nondropout sample; students who dropped out during the year but returned the next are included in the dropout sample; thus, the dependant variable is not not finishing high school vs. completing high school, but leaving school during the course of one year. This could represent a restriction of range of another type. Dropping out during one school year may be more difficult to predict because it may depend more on variables extraneous to the school than does a longer term dependent measure such as high school completion, or dropping out over a longer period of years.

Recently, in an analysis of a nationwide sample of 14 to 21 year olds, Rumberger (1981) applied probit analysis using a large number of family and student characteristics in assessing the likelihood of dropping out. The results of this method of analysis allows one to specify an increment in the chances of dropping out for each increment in the independent variable. For example, one would be able to state the increased probability of dropping out for each $1,000 drop in family income or for each sibling who left school. In this analysis, among family variables, a "cultural index" (involving whether the family owned a library card and how many newspapers and magazines they subscribed to) made a large difference in the chances of a student's dropping out, as did mother's education (for women), father's education (for men), number of siblings in the family (for Anglo women), and whether or not the family had resided outside of the United States (for Hispanic men). Among student characteristics, the student's educational aspirations, best friend's educational aspirations (for Anglo males), and having a child or marrying before graduating from high school (for women) all had effects on a student's chances of dropping out (Rumberger, 1981).

In summary, four of the six studies reviewed thus far have been flawed due to a restriction in range of the dependent variable. However, variables which appear to be good candidates for predictors of student dropout have emerged: teacher nomination, presence of student's father in the home, father's occupation, father's education, mother's education, student GPA, number of grade retentions, and teacher judgement of the student's assumption of academic responsibility. Variables which have not been investigated but should also be promising as predictor variables are: number of credits earned, student statements of academic goals, student's extracurricular activity participation, family income, and family history of dropping out.

Reasons For Dropping Out

Concern with identifying the mechanisms of dropping out resulted in a number of studies appearing in the mid-1970's. These studies primarily involved surveying dropouts, graduates, and present students to determine the reasons for their decision to stay in school or to leave.

The Los Angeles Unified School District (1974) attempted to determine what phenomenological characteristics differentiated dropouts from non-attenders. Nonattenders were those who were not attending school but had not officially withdrawn. Attendance counselors interviewed 603 dropouts and 294 nonattenders, their parents, and/or their neighbors. The students were asked their main reasons for leaving or not attending. Of the school leavers, 34.7% said they left because they had no interest in school, 23.1% left because of academic failure, 11% left because of home problems, 11% left because of reading deficiency, 9% left to seek employment, and 9% left because of health problems. Thirty-five percent said they planned to return to school. The main distinguishing features between dropouts and nonattenders were that nonattenders more often reported health problems as their reason for nonattendance, and were more likely to have plans to return to school (64% vs. 35% of the dropouts).

There are several problems with this study. First of all, it is difficult to interpret these results without a comparison to a group of students enrolled and attending school (a baseline problem) -- are dropout and nonattenders less interested in school than stay-ins? Did dropouts more often have achievement problems than stay-ins? If stay-ins had as severe achievement problems as do many dropouts, would the stay-ins choose dropping out as an alternative? Secondly, the characteristics of the interview with the attendance investigator may have biased the results. How was the interviewer's role and school position perceived by the students? Third, the only students represented in this data are students who were inclined to participate.

In a study of Toronto dropouts, Young and Reich (1974) attempted to avoid the baseline problem associated with the Los Angeles study. A list of all students withdrawing from Toronto schools between June 1973 and June 1974 was generated and every seventh student from this list was selected for the sample. These students were then contacted to determine if they were transfers or dropouts. Of 1424 withdrawals contacted, 503 were transfers and 921 were dropouts; 670 of these 921 were interviewed regarding their reasons for dropping out. Half of the dropout sample were matched to a control group on the basis of program of study, grade, sex, age, number of credits earned, and previous year's GPA. To the surprise of the researchers, 56% of the "control" group had dropped out by the time they were contacted for an interview. Thus, the matching variables seemed to be good predictors of dropping out.

The most interesting aspect of the Young and Reich study is their characterization of six dropout types. Previous attempts to predict dropouts or attempts to establish dropout prevention programs may have failed because dropouts were assumed to be a homogeneous group. However, as Young and Reich and other researchers have argued, dropouts leave school for different reasons. Young and Reich characterized the six dropout types as shown in Figure E-1.

The actual control group used in this study consisted of the first 75 control-group students contacted who were still enrolled in school. The largest apparent differentiating characteristic between the dropout and stay-in group as Young and Reich saw it was parental support: only 39% of the dropouts' parents actively opposed their children's decision, but 90% of the stay-ins reported that their parents wanted them to stay in school. In addition, the stay-ins seemed to have more specific plans for the future than did dropouts.

Only 16% of the dropouts deliberated longer than a year about their decision to leave school; 38% deliberated less than two months. Seventy-four percent showed little or no effort in utilizing school and community resources in their decision-making. Half of the dropouts left school because of some precipitating situation. One third of the dropouts could be described as "depressed" with their decision, particularly the Family Supporter (74%) and the Cultural Isolate (89%) groups.

This study has some of the same flaws as the Los Angeles study, such as the possibly biasing effects of the interview format and the possible problems associated with volunteer respondents; however, the descriptions of different dropout types are useful and the description of the dropout process by the dropouts is quite enlightening. It appears that, for students in Toronto at least, little thought goes into the decision to leave school, that little effort is made to use guidance resources available in the school or community, and that the decision to leave is often the result of a specific event or a particular school situation.

Further information regarding the dropout process comes from a study by the Ontario Institute for Studies in Education (Watson, 1976). Dropouts from 79 school systems across Ontario were used as a sample; 20,027 dropouts were identified and were sent questionnaires regarding their reasons for leaving school. Returns were received from 8,141, for a return rate of 40.6%. Of these, 28% reported that they had left because of a job offer, 11% left because they were "failing anyway", and 10% left for personal, nonfinancial reasons. Of 118 dropouts who were presently working, 62.7% said that school personnel had tried to persuade them to return to school, and 27.1% reported that school personnel had not tried to persuade them to return. Interestingly, 7% reported that they had not dropped out, but were expelled against their wishes.

Wheeler and Finley (1980) surveyed 267 former dropouts who were presently attending five alternative high schools in Phoenix regarding their reasons for having left school. The most frequently reported response was "being kicked out for poor attendance" (49.1%), followed by "did not like my classes" (40.8%), "did not like my teachers" (37.5%), "got bad grades, felt discouraged" (26.2%), "didn't like school" (24.7%), "got kicked out for poor grades" (16%), family problems (16%), personal problems (pregnancy, illness, etc.) (15%) and "could not get courses I wanted" (12.4%).

While this study may be flawed for the same reasons as previously reviewed survey studies, it offers additional evidence for the reasons for students choosing to drop out. Generalization from this study to other populations must be tempered by consideration that only students willing to continue their education in an alternative school were represented.

Rumberger's (1981) study of dropouts in the National Longitudinal Survey of Youth Labor Market Experience also included an analysis of reasons for dropping out given by the dropouts in the sample. Classifying reasons as school related, economic, or personal, the main reason for males leaving school was school related (primarily, "disliked school"), whereas for women, the reasons were both school related (32%), primarily "disliked school" (24%) or personal (33%), primarily "pregnancy" (19%). There were few differences in reasons given for dropping out among Black, Hispanic, or Anglo men, but among women, Black women left primarily because of pregnancy (41%), and Hispanic and Anglo women left equally because of a dislike of school or because of pregnancy. This study verified previous results that "dislike" of school is a primary reason for leaving, and, again, demonstrated that different population subgroups have different reasons for dropping out.

Summary and Recommendations

Previous studies involving attempts to predict dropping out have been reviewed. Most of these studies have been disappointing in the discriminating power of the prediction equations which have been attained. However, these studies have suffered several methodological flaws which would depress discriminating power:

A. Many studies have attempted to discriminate dropouts from graduates within a group of students already selected by school authorities as being at risk for dropping out. This amounts to a restriction of range in variance problem.

B. Several studies have attempted to predict dropping out over a relatively short period of time -- the nine-month academic year. This results in several misclassifications if the purpose is to predict long-term dropouts; that is, transient students, who leave but return to school at a later date are represented in the dropout group, and students who will drop out before the end of 12th grade but after the end of the study's year will be considered stay-ins.

Ideally, a group of students should be followed over the course of their school career, and after their dropout or stay-in status is known, and after measures of predictive variables are obtained for the members of both groups, a discriminant analysis should be performed to determine the degree to which dropping out over the long-term can be predicted when there is no restriction of range. Variables which are likely to predict dropping out would be GPA, number of credits earned, absenteeism, ethnicity, socioeconomic status, facility in English, and parents' education. Indications from the survey research are that counselors will need to seek out potential dropouts, in that dropouts do not appear to discuss their leaving school with anyone nor do they appear to deliberate for very long about their decision to leave. Thus, the efficient identification of at risk students is very important if intervention efforts are to be successful.

DROPOUT PATTERNS

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1. Classic Dropout: "Students who have exhibited poor attitudes to school, have poor attendance, are failing subjects, lack credits, and are among the oldest at their grade level."

2. Work-Oriented Dropout: "Students, usually borderline passes, who prefer work to school and leave when they get a job."

3. Homemakers: "Girls, usually boderline passes, who are oriented toward homemaking and raising a family, and do not perceive school as necessary for their goals."

4. Family Supporter: "Students, usually New Canadians, who feel a responsibility to assist in a family business or to contribute to the family income."

5. Cultural Isolates: "New Canadians who have a language problem and who are socially isolated in school."

6. Intellectual Elite: "Students who have the capacity to do well in school, but who have renounced the system."

Figure F-1. DROPOUT PATTERNS IDENTIFIED BY YOUNG AND REICH (1974: pp. 17-26).

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ESAA/District Priorities--Systemwide Desegregation

Appendix G

A SURVEY OF THE LITERATURE ON SCHOOL EFFECTIVENESS

A Survey of the Literature on School Effectiveness

Concern about social equity in 1960's combined with rising educational expenditures and apparently declining achievement scores in the 1970's, have created great pressure on schools to become more effective. One approach to learning more about practices which improve school effectiveness has been to identify "effective" schools and to compare them with "less effective" schools to see how they differ.

Recent work of this sort by Ronald Edmonds (1979) has received much attention nationally in recent months (New York City Public Schools, 1980). Edmonds has proposed the following five characteristics of effective schools:

1. The principal is a strong instructional and organizational leader.
2. There is an emphasis on basic skills instruction.
3. The principal instills in teachers an expectation that they can affect student achievement.
4. There is frequent monitoring of student progress.
5. The school environment is safe and orderly without being oppressive.

These characteristics appear to be relatively inexpensive to bring about in schools. The implication seems to be that if these characteristics are instilled in less successful schools, achievement will improve. However, no experimental studies validating this implication are known to date. Edmond's (1979) results have been questioned regarding his criteria of effectiveness (Miller, 1981), and for his assumption of larger associations between effectivenss and school characteristics than seems warranted by his own results (ORE, 1980). Despite these criticisms, Edmond's five characteristics of effective schools represent a step forward in that they suggest ways schools may improve their effectiveness. What follows is a brief review of what is known about school effectiveness.

In 1964, ten years after the U. S. Supreme Court decision which ruled that separate educational systems for white and minority students cannot provide equal access to education, the U. S. Congress commissioned James Coleman to conduct a survey of access to education in the United States (Coleman, et al, 1966). The purpose of the study was to determine what remedies were necessary to bring about equal educational opportunity for all groups. The final report had a tremendous effect on generating school effectiveness research. The results of Coleman's study indicated that when a student's home background (e.g., SES, number of books in the home) is controlled, school differences in characteristics and resources account for less than 10% of the variance in student achievement on standardized tests; thus, it seemed that there was little that schools could do to improve achievement.

The next five years saw a number of reanalyses of the Coleman data (Bowles, 1968; Mayeske, Wisler, Beaton, Weinfeld, Cohen, Okada, Proskek, and Tabler, 1972). The most serious criticism of Coleman's work involved the order in which school and home variables were entered in the regression analysis. Bowles (1968) noted that if some school characteristics are entered first into the equation, their relationship with achievement more than doubled. George Mayeske and his associates (1972) determined that school and home variables acting in consort accounted for 34% of the variance in Coleman's student achievement data.

Thus, in the early seventies, new optimism appeared that schools may have at least some effect on student achievement, but this effect appeared to operate in interaction with home factors. Interest now turned to identifying schools which were especially successful in promoting student achievement; that is, schools which produced consistently high-achieving students relative to other schools with students from similar backgrounds. Klitgaard and Hall (1973) asked if such schools could be identified; were there schools which were "statistical outliers" from a regression equation predicted by non-school background variables for six out of eight years? Using a sample of schools in Michigan, they were able to identify such schools.

The question then became: What characteristics distinguish effective schools from less effective schools?

Weber (1971) identified four inner-city classrooms whose third-grade, low SES students were clearly above national norms on tests of reading achievement. Weber described the characteristics which all four schools appeared to share: strong leadership by the school principal, high expectations for all pupils, and strong emphasis on the acquisition of reading skills, frequent evaluation of pupil progress, and a quiet, orderly atmosphere. The principals had been in their schools long enough (two to fourteen years) to firmly establish their role and their educational programs. Notice the close similarity to Edmond's factors.

Unfortunately, these may be characteristics of some less effective schools as well. Weber did not describe a comparison group of noneffective schools. This flaw was corrected, however, in a study by New York State's Office of Education Performance Review, appearing three years later (1974).

Two inner-city schools in New York City, serving predominantly poor and predominantly black populations, were selected for in-depth study. One school was chacterized as having a high level of student reading achievement, the other a low level. Formal classroom observations were carried out in the second, fourth, and sixth grades in both schools, along with informal observations in other classrooms and programs.

The investigator's conclusions about characteristics differentiating the two schools were similar to Weber's: the effective school had effective instructional leadership, specific plans to improving reading in operation, and an optimistic attitude in its teaching staff regarding their ability to influence student achievement. The ineffectual school was headed by a principal who had been temporarily promoted, and who conceivably did not have enough time to establish leadership.

Although this study did provide a comparison between an effective and a noneffective school, it contains several methodological flaws. The study compared only two schools, making it difficult to generalize beyond the specific schools involved. Also, the neighborhood environments of children attending both schools appear to have been different: the effective school was located in an impoverished but well-maintained housing project neighborhood. On the other hand, the noneffective school was surrounded by tenements and high-rise, low-income housing projects still under construction. Thus, there may have been many variables other than school characteristics accounting for these differences.

During the mid-1970's school effectiveness studies continued to be controversial. Many writers were not convinced that school effects had been demonstrated. In fact, in 1981, this controversy still continues (Miller, 1981). Miller questioned the notion that a casual link had been established between what administrators do and improved achievement among lower income students.

Lawrence Lezotte and Joseph Passalacqua attempted to demonstrate school effects independent of student background (1978). Using a sample of 2500 students from 10 Model Cities Neighborhood elementary schools in Detroit, Lezotte and Passalacqua regressed 1973 ITBS-Reading scores on school building, student SES, and 1972 ITBS Reading scores. They found that 1972 ITBS Reading scores accounted for 15% of the variance in 1973 Reading. Knowledge of which school building was attended accounted for 22% of the variance in 1973 ITBS Reading scores, although only 16% of this variance was unique to school building. Using 1972 ITBS Reading scores and knowledge of school building with SES held constant accounted for 40% of the variance in 1973 Reading scores. These findings are not greatly at odds with those of Coleman, however.

In an effort that was considered supportive of the Weber (1971) and State of New York (1974) studies, Ronald Edmonds and John Frederiksen (1979) reanalyzed a portion of the data on which Coleman's (1966) "Equality of Educational Opportunity Survey" was based, and performed separate evaluations of the schools for each of the eight subgroups of students that represented two races (Black and White) and four home background levels (low to high). The sixth-grade reading achievement scores from 812 northern elementary schools were ranked on the basis of the mean performance of the pupils in each of the eight subgroups, yielding eight separate rankings of the schools. Schools for which the mean achievement of pupils in a given subgroup was in the 75th national percentile or above were considered effective for that subgroup of race and SES.

Edmonds and Frederiksen found that a substantial number of schools were effectively teaching reading skills to the poorest group of children (Black and White), but that a school may not necessarily be effective for both poor and middle-class children. They determined that pupil performance was more closely related to family background than race, but that social class variables were more highly related to achievement for Blacks than for Whites. And they found that the schools that were effective in teaching reading to poor children were characterized by teachers who had been assigned to the building (rather than having chosen to work in their school), teachers who believed that a common standard of instruction can be applied to all children, a mixing of students of varying abilities and backgrounds, smaller classes, more parental involvement, and a lower level of racial tension. Finally, their results suggested that schools which were effective for poor and Black children were indistinguishable from less effective schools on measures of pupil social background; thus performance differences must be attributable to the schools themselves.

Edmonds and Frederiksen's reanalysis of Coleman's data suffers from several flaws that affect the amount of confidence that can be placed in their conclusions. These flaws involve several possible violations of assumptions underlying the technique which was used to relate student achievement to student characteristics: Most seriously, the assumption of homoscedasticity underlying Pearsonian correlation may have been violated leading to a false impression of the strength of the relationship. More importantly, perhaps, the Pearsonian r's reported by Edmonds and Frederiksen ranged from .05 to .20--hardly indicating a strong relationship between school characteristics and student achievement. While these correlations may have been statistically significant, they do not provide much hope that applying the principles to improving schools is likely to meet with much success.

While there have been serious flaws in the three previously mentioned research studies, these flaws are not impossible to overcome. The five characteristics of effective schools proposed by Ronald Edmonds receive some qualified support from an additional area of research: research investigating the climate of effective schools.

Soon after the Coleman report, Edward McDill (1967) identified a pair of high schools (one effective, one less effective) in each of ten regional areas of the United States. Effective schools were identified by ranking all U. S. high schools in terms of the numbers of National Merit Scholars produced and the proportion of graduates who later earned Ph.D.s. From these, institutions were chosen to reflect varying SES and ethnic composition. Responses to a series of teacher and student questionnaire items on school climate were factor analyzed and six factors emerged, each of which was significantly related to student achievement when achievement was controlled for student SES, IQ, and school SES. Factors identified were labeled:

1. Academic Emulation: the value of academic excellence.
2. Student Perception of Intellectualism Estheticism.
3. Cohesive and Equalitarian Estheticism.
4. Scientism: degree of scientific emphasis.
5. Humanistic Excellence: degree of artistic emphasis.
6. Academically Oriented Student Status System.

The factor most related to student achievement was "the degree to which academic excellence is valued by the student body." It would be many years before McDill's studies of the relationship of school climate to school achievement were picked up by other researchers.

Wilbur Brookover and his associates at Michigan State University have been developing measures of school climate since the early 1960's. In 1979, they reported the results of a large-scale study of Michigan schools in which many school climate variables (e.g., student expectations of academic attainment, teacher's perception of principal support, etc.) were related with 4th-5th grade student achievement.

There were three samples studied: 61 predominantly white schools, 30 predominantly black schools, and 68 schools chosen at random from all Michigan schools. Questionnaires regarding school climate were administered to over 19,000 students, 780 teachers, and 158 principals. In addition, information about mean SES, percent of student body which was White, size of student body, average daily attendance, number of school personnel per 1,000 students, average teaching experience, average teacher salary, and percent of teachers having graduate degrees were collected.

The climate questionnaire items were factor analyzed. The resulting factors were correlated with student achievement on a statewide competency exam. The climate factor most related to school achievement was "student sense of academic futility"— the extent to which students perceived academic effort as futile or perceived their peers as not caring about good grades. This factor explained 45% of the variance in achievement at Black schools, 26% of the variance in achievement at White schools, and 60% of the variance in achievement in the statewide random sample. All climate variables together accounted for 72.8% of the variance in Black schools, 44.5% in White schools, and 72.5% in the statewide random sample schools. However, climate interacted with SES and percentage of White students. Only 4.1% and 12.0% of the variance in student achievement was predicted uniquely by climate variables for the state and for the White schools, respectively. But climate uniquely accounted for 36.2% of the achievement in the Black sample. When climate variables were controlled, SES had no relationship to student achievement in any of the three samples. However, Brookover, et al did not control for previous achievement level. Thus, it is difficult to interpret how much climate affects achievement and how much achievement affects climate.

What support exists in these data for Edmonds' five characteristics of effective schools? This study differed from previous school effectiveness studies in that a large number of schools were studied, not just schools which were achievement outliers, and therefore is worth examining.

Teacher expectations for students were correlated .66 with achievement for the statewide sample, but relations of .2 with achievement were found in the White and Black samples. Teachers' perceptions of the principal's expectations for student achievement correlated .55 with achievement in Black schools, but was much lower in the other samples. Principal expectations for students correlated .54 in Black schools, and .38 for the statewide schools, but was very low in White schools. Thus, Edmonds' characteristic of principals instilling in teachers an expectation that they can have an impact on student achievement is mildly supported, at least in the Black sample.

Principal's report of the percentage of time devoted to instruction was mildly (.45) related to achievement in the statewide sample, but had no relation to achievement in the White and Black schools. This measure may have been insensitive to the principal's leadership effectiveness, and is probably not a good test of Edmond's hypothesis that principal leadership is a variable influencing school effectiveness.

School emphasis on basic skills was not directly assessed in this study; however, several school climate variables related to a basic skills emphasis were assessed: "student perception of teacher push and teacher norms" was slightly correlated (.203) with achievement in the Black sample, but unrelated to achievement in the other two samples. "Student perception of student academic norms" was mildly correlated with achievement (.35) in the Black sample, but unrelated in the other samples. Neither frequent monitoring of student progress nor orderly climate were assessed in this study.

The problem with this type of study, as with virtually all school effectiveness studies, is that a simultaneous, comparative methodology was used. We cannot determine from these studies if certain schools are effective because they have certain characteristics, or if certain characteristics are found in certain schools because those schools are effective; i.e., that this effectiveness is due to some other unmeasured factor or factor. What is needed is an experimental study where climate variables are manipulated, or a comparative, longitudinal study in which climate variables and student achievement vary over time. Wondering what climate variables might co-vary with changing achievement, Brookover and Lezotte (1979) sampled eight Michigan elementary schools, five of which were classified as "high-need" schools; that is, less than half of their fourth graders had attained at least 75% of the objectives on a 1974 state competency exam, the other three, with more than half of their fourth graders attaining at least 75% of objectives, were designated "low need." All of the "high-need" schools had improved in the number of students attaining at least 75% of the objectives; only one of the three "low-need" schools had improved: the other two declined.

Fieldworkers then distributed questionnaires to all K-4 classroom teachers who had worked in the school more than three years, and also to some support staff. Based on responses to questionnaire items, improving schools reported higher than expected increases in principal involvement in instruction, in perceived improvement in discipline, an increase in the amount of evaluation, an increase in teacher expectations regarding their ability to influence student achievement, an increased emphasis on basic skills, and perceived improvement in student behavior and attitudes. Decliners reported greater than expected improvement in principal support for staff, an increase in parent communication, and an improvement in openness and friendliness of staff. Interestingly, principals of improving schools rated students as average and not changing over the last three years; whereas, principals of the declining schools described their students as below average and getting worse. Teachers in the declining school rated teacher morale as "fairly high", and teachers in the improving schools rated teacher morale as "average."

Many of these results support Edmonds' contentions. However, the results are based on a small number of schools--there were only two "decliners." This makes it difficult to generalize results. Also, results are reported by frequency of respondents, within the improving or declining category, not by individual schools. It's impossible to determine whether high frequencies mean that schools within that category were actually more often rated as improving on a particular variable or whether there were simply more respondents from one class of schools.

In a research study growing out of studies of context effects on classroom teaching, Stallings and Mohlman (1981) investigated the effects of administrative policies on teacher morale, classroom intrusions, litter and vandalism, rate of absenteeism, classroom misbehavior, and student time-on-task. The sample included eight elementary schools: two upper income, four moderate income, and two lower income schools. The data included observations of teacher and student behavior, teacher and student questionnaires, absence records, physical environment observations, and principal interviews.

In schools where school policies were collaboratively developed, clear, well-communicated, and consistently enforced, students were absent less. Teacher morale was significantly related to the principal's being respectful, collaborative in making rules, providing clear, consistent, well-communicated policy, and providing necessary instructional and support services. Morale was also positively related to frequent interactive and productive meetings with the principal, and in these schools students misbehaved less, were on-task more, and had lower rates of absenteeism. When policies regarding student behavior were clear and consistently enforced, there were fewer classroom interruptions and more students on task.

Again, these data were obtained with a very small sample size, and so, again, generalizations are difficult, particularly with regard to different socioeconomic strata schools. There were only two lower-income schools. Yet the study is useful in that it investigated variables which may influence achievement: time on-task, absenteeism, student morale, and classroom behavior.

Conclusion - Summary

Concern over differential access to education for different socioeconomic groups has led to increased interest in methods of improving school effectiveness. This concern, combined with the controversy over James Coleman's report (1966) indicating that school variables have little impact on student achievement, generated several attempts at describing characteristics of schools that are effective for poor students "despite the odds." The studies have been consistent in their findings: effective schools are characterized by strong instructional leadership by the principal, an emphasis on basic skills instruction, an expectation that teachers can improve the achievement of their students, frequent monitoring of student progress, and a safe, orderly atmosphere. Unfortunately, these studies have had many methodological flaws: most commonly, sample sizes are too small, there is a failure to control for previous achievement level, and the size of relationships are often overstated. Further research is needed. Ideally, a controlled experiment in which administrators attempt to make changes in the directions indicated by the effectiveness research should be performed. Only then can the characteristics be recommended without qualification.

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